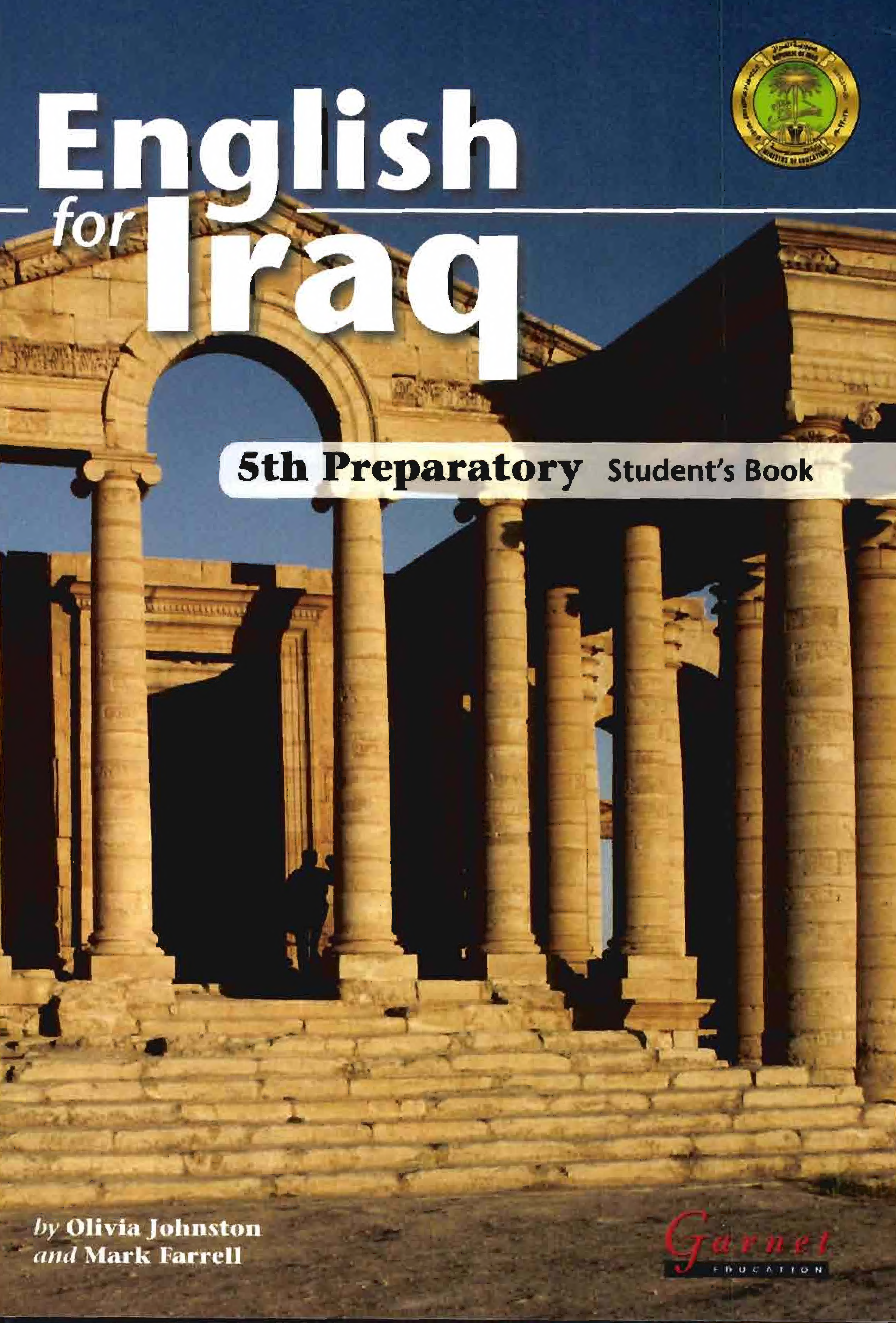
English for Iraq

5th Preparatory Student's Book



by **Olivia Johnston**
and **Mark Farrell**

Garnet EDUCATION

English for Iraq

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Book Map

UNIT 1 Culture and customs

Listening and speaking
- listening for gist and specific information
- transferring information from listening texts to tables and forms
- listening to a poem and detecting rhyme and rhythm
- describing people's characters
- maintaining a conversation (reacting to news, showing interest and checking information)
- talking about recent events and lifetime experiences
- describing a familiar festival or tradition

Reading and writing
- identifying and recognizing the audience for a range of texts
- scanning for information
- understanding how a text is organized
- writing an informal e-mail, letter and postcard
- writing a descriptive essay (brainstorming, making notes, organizing content, writing introductions and conclusions)
- writing verses of a poem about Eid

Grammatical areas and functions
- revision of present simple and continuous
- revision and extension of present perfect simple and continuous
- question tags
- *for* and *since* with perfect tenses

Lexical areas
- words to describe secular and religious festivals and celebrations
- adjectives to describe people
- adjective + preposition patterns

Language learning
- differentiating between specific pairs of consonants and vowels
- starting new learner diaries and vocabulary notebooks

UNIT 2 Communication

Listening and speaking
- listening to identify speakers
- listening to recorded messages for specific information
- listening to identify features of spoken English, such as word stress and linking
- following a discussion involving four speakers and identifying opinions
- speaking on the telephone and leaving messages on an answerphone
- following and making contributions to a group discussion (using set phrases for turn-taking, asking for / giving opinions, checking information, agreeing and disagreeing)

Reading and writing
- skimming and scanning a range of texts
- interpreting abbreviations used in text messages
- reading instructions
- interpreting pie charts, bar graphs and tables
- reading and writing advertisements
- creating a set of instructions
- writing an informal letter describing an incident
- completing short reports describing charts, graphs and tables

Grammatical areas and functions
- giving instructions (imperatives and zero conditionals)
- using *so* and *such* with adjectives and noun phrases
- making deductions about past events with modal verbs (*might, must* and *can't*)

Lexical areas
- compound nouns and phrasal verbs connected to communication and technology (e.g., *laptop computer, text message, washing machine; plug in, turn on*)
- words for describing machines and technology
- words used in written instructions
- linking words and phrases (e.g., *some time later, eventually*)
- phrases for telephoning
- phrases for taking part in a discussion

Language learning
- stress patterns in compound nouns and noun phrases
- linking consonants and vowels

UNIT 3 The environment

Listening and speaking
- coping with difficult listening texts by focusing on gist
- listening and taking notes or completing tables
- describing pictures of animals, places and people
- producing correct intonation in conditional sentences
- taking part in discussions
- describing a process using a flow chart
- making and responding to offers and suggestions
- checking information by asking questions, paraphrasing and asking for confirmation
- pronouncing contracted forms in sentences

Reading and writing
- improving exam reading techniques: identifying and locating relevant information
- interpreting a flow chart
- identifying points and opinions in formal letters
- dealing with texts about unfamiliar topics (using scanning techniques, features like headlines and pictures and guessing the meaning of words from context)
- reading and producing a poster to persuade readers
- writing a description of a place
- planning and writing a discursive essay (including brainstorming, planning and developing an argument)

Grammatical areas and functions
- adjective order (for two or more adjectives)
- first conditional
- making predictions about the future
- making offers with *shall* and *would you like me* (+ infinitive)

Lexical areas
- words to describe environmental problems, such as threats to endangered species, recycling, types of pollution and ways to reduce it (e.g., features to make cars 'green')
- *look* vs *look like*
- verbs with the prefix *re* (e.g., *reuse, recharge, replay*)
- phrases for structuring a discursive essay and contrasting ideas
- adverbs and verbs to express degrees of certainty (*certainly, definitely, expect*)

Language learning
- intonation in conditional sentences
- contracted forms in sentences

UNIT 4 Review

- Revision and practice of skills, grammar and lexis from Units 1 to 3

Listening and speaking	Reading and writing	Grammatical areas and functions	Lexical areas

UNIT 5 Food and drink

Listening and speaking
- listening for and writing advice
- listening for details to label diagrams
- listening for pronunciation
- talking about food preferences
- talking about things one has to/had to do
- asking for and giving advice and opinions
- asking and answering questions about imagined situations
- expressing past and present wishes and regrets

Reading and writing
- reading and completing an essay about eating habits
- reading for gist to choose a headline, to match missing questions to an interview and to put main points in order
- reading a narrative for gist and detail
- writing an essay about own eating habits
- writing personal answers to questions about imagined situations
- writing quiz questions, a dialogue and summaries
- writing letters of thanks and of complaint

Grammatical areas and functions
- *can't/mustn't/shouldn't* to express prohibition
- *must/have to* to express obligation and necessity
- second conditional to talk about imagined situations
- *I wish/If only* to express present and future wishes and regrets
- *should/had better/If I were you, I'd ...* and imperative to express advice

Lexical areas
- words for food and drink, cooking utensils and ways food is cooked
- container words and collocations relating to food
- adjectives to describe food
- words connected to health and fitness
- compound nouns

Language learning
- using learning diary and vocabulary notebook
- studying features of formal letters
- understanding the gist and main points of a text without knowing all the words
- analysing text to work out grammatical rules

UNIT 6 The media

Listening and speaking
- identifying recorded TV programmes
- listening to a variety of texts for gist and detail and taking notes
- listening for polite and impolite ways of interrupting
- listening for and practising intonation in *Yes/No* and *Wh-* questions
- discussing TV preferences
- interviewing two people about the same event and reporting findings
- doing information gap activities
- planning a class magazine

Reading and writing
- choosing the best headlines for newspaper articles
- comparing the opinions of a film in a review and a recorded trailer
- reading an interview for detail and adding further questions
- reading and discussing information on how to start a class magazine
- studying some features of formal and informal language
- reporting interview results in writing
- writing headlines and a newspaper article
- writing articles for a class magazine

Grammatical areas and functions
- reported speech
- revision of *Wh-* and *Yes/No* questions
- revision of countable and non-countable nouns
- adverbs/adverbial phrases expressing result and reason
- revision of punctuation

Lexical areas
- types of TV programme and film
- words connected with newspapers, film, TV, art
- formal and informal expressions
- language for expressing different functions

Language learning
- features of headlines
- understanding how punctuation assists the reader

UNIT 7 Leisure

Listening and speaking
- completing short spoken descriptions with appropriate adjectives
- listening to an interview for detail to correct mistakes on a form
- identifying emotions of speakers and intonation
- identifying ways of expressing concern, sympathy, apology, explanation
- making up dialogues expressing concern and sympathy and offering advice
- reading aloud following a model
- role-playing a dialogue between a travel agent and a customer
- describing a game
- making up dialogues expressing different emotions
- interviewing someone for a job

Reading and writing
- reading a variety of texts for detail and language
- scanning a tourist brochure for information
- distinguishing facts and opinions in newspaper articles
- completing application forms
- adding interesting details to an outline story
- writing a description of a favourite TV show
- designing a form to be used for interviewing someone
- adding opinions to short articles
- writing dialogues and a story

Grammatical areas and functions
- passive forms
- defining relative clauses
- prefixes and suffixes: *re, im, in, un, -less, -ful*
- *get/have* something done

Lexical areas
- words connected to holidays
- adjectives describing feelings
- words in common advertisements
- words used in application forms
- words connected to TV games and sports reports
- informal/formal and functional expressions

Language learning
- understanding application forms

UNIT 8 Review

- Revision and practice of skills, grammar and lexis from Units 5 to 7

UNIT 1

- Why are you writing to your mother?
- Ramadan in Iraq
- Have you got a problem?
- A trip to Scotland
- You haven't met him, have you?
- What have they been doing?
- Babylon Festival
- Quiz time
- Round up
- Fareed Lafta (Adventurer)
- Eid

UNIT 1

Lesson 1
AB 2/3

Why are you writing to your mother?

- ① Listen and read.

Fareed: Why are you writing to your mother? You live in the same house. And you see her every day.

Alex: I know, but it's Mother's Day tomorrow.

Fareed: Tell me more about it.

Alex: Well, it's a day in the spring when you say thank you to your mother for everything. Most people give their mother a card and a present.

Fareed: Really? What have you got for her?

Alex: Flowers and chocolates.

Fareed: Is there a poem in your Mother's Day card?

Alex: Yes. Listen to this. 'On this special day, I'm writing to say, you're the best mother in every way.'

Fareed: That's nice.

Alex: Don't you send Mother's Day cards in Iraq?

Fareed: Are you joking? We send birthday cards and Eid cards but we never send Mother's Day cards.

Alex: Where are you going, Fareed?

Fareed: To buy a Mother's Day card for my mum. She's also the best!



Happy Mother's Day,
Mum

On this special day,
I'm writing to say,
You're the best mother
In every way.

Love from
Alex

- Do Exercises A and B in the Activity Book.

Present simple and present continuous Grammar and Functions Reference p.104

- **Complete the rule.**

We use the present ______________ for something happening right now.

We use the present ______________ for permanent situations and things that happen regularly.

- Write PS (present simple) or PC (present continuous) next to each green sentence.

- Now do Exercises C and D in the Activity Book.

Ramadan in Iraq

- **Read Samira's e-mail and match the missing phrases to the spaces (1–6).**

A all through the day
B but that's another story
C we have an evening meal
D spend a lot more time with each other
E traditions in my country
F to offer visitors in the evening

From: Samira
To: Claire
Subject: Hello Claire
Attachments: Photo of me.jpg

Hi Claire,

Thanks for your e-mail. You asked me about (1) ________________. Well, at the moment it's Ramadan, so I'll tell you about that. It's a thirty-day religious fast from dawn to sunset. So there's no eating, drinking or smoking (2) ________________. It's a time when we try to pray more, be more <u>patient</u> with each other, and be <u>kind</u> and <u>generous</u> to people who are less <u>fortunate</u> than us.

At sunset, we stop fasting, and after prayers, (3) ________________. It's called *iftar*. My mother is a very <u>traditional</u> person. (She's also a little bit <u>bossy</u>, (4) ________________!) Anyway, she makes sure that iftar in our home is a very traditional meal. We always start with a glass of yoghurt and dates, fruit juice and lentil soup. The main course is usually a stew with meat or chicken and vegetables, served with rice. Then we have tea and cakes. During Ramadan, we always have lots of pastries in the house (5) ________________. One thing I really like about Ramadan here in Basra is that people are more <u>sociable</u>. Families and friends (6) ________________ in the evenings.

Towards the end of the month, some people get a bit <u>bad-tempered</u> because they're thirsty, tired and hungry. I took a taxi yesterday, and the driver was very <u>bad-tempered</u>. I think he wanted a cigarette! He drove really badly, but you know me – I'm very <u>easy-going</u>. So I smiled and stayed <u>calm</u>!

Write back soon,
Samira

PS Here's a photo of you and me in Liverpool last year!



- **Now do Exercises A, B and C in the Activity Book.**

- **Work in pairs. Use the adjectives to talk about yourself, your family and your friends.**

> My mother is very kind but she's a bit bossy.

Have you got a problem?

- **Read and choose the correct words to complete the phone conversation.**

cat   hand   tree   accident   hate   help   serious



Hadi: Hello, Mum. I've got a problem.

Mum: What's the matter, Hadi?

Hadi: I've had a scooter ① ______________.

Mum: Oh no! Are you OK?

Hadi: Yes, I'm OK, Mum. Honestly!

Mum: Have you hurt yourself?

Hadi: Not really. I haven't hurt myself badly. I've only broken my glasses and cut my ② ______________.

Mum: Oh, Hadi, I really ③ ______________ that scooter of yours.

Hadi: Mum, please calm down. It's not very ④ ______________.

Mum: How did it happen?

Hadi: A ⑤ ______________ ran in front of the scooter. I tried to stop but the road was wet and I crashed into a ⑥ ______________.

Mum: I'm coming to ⑦ ______________ you now. Where exactly are you?

- ④ **Listen and check your answers.**

- **Now do Exercises A and B in the Activity Book.**

- **Underline examples of the present perfect in the conversation. Circle examples of the past simple.**

Present perfect simple and past simple Grammar and Functions Reference p.104

- **Complete the rule.**

We use the ______________ simple to talk about an action that started and ended in the past.

We use the ______________ simple when an action started in the past and still has an effect now.

- **Now do Exercises C and D in the Activity Book.**

A trip to Scotland

- **Match the sentences to the photos.**

A We listened to nice Scottish music.

B Ian's son caught a huge fish.

C The castle is about 400 years old.

D This is the loch near Ian Maclaren's castle.

1


2


3


4


- **Now do Exercises A and B in the Activity Book.**

- **Practise the conversations. Then use the prompts below and the words in the box to talk about things you have/haven't done.**

Have you ever been to a theme park?

Yes, I have. I've been to Aladdin's Kingdom.

When did you go there?

I went last week.

What was it like?

It was fantastic.





Have you ever been to Scotland?

No, I haven't, but I'd like to. How about you?

Yes, I've been to Scotland. I went there last summer.

- go to a theme park
- go to Europe
- meet anyone famous
- act in a play
- sing in front of the school
- find a scorpion in your room
- have a strange dream
- write a love poem
- break your arm/leg

boring	expensive	horrible	scary	interesting
a waste of time	really fun	all right		

UNIT 1
Lesson 5
AB 8

You haven't met him, have you?



- Listen and mark the sentences true (T), false (F) or don't know (DK).
  1 Khalid wants Martin to come to supper.
  2 Martin speaks good Arabic.
  3 Martin is staying with Khalid.
  4 Khalid's mother never cooks.
  5 Martin has never met Hasan.
  6 Khalid has been to England.

- **Look at the sentences from the conversation and complete the rules.**
  - But it's Ramadan, isn't it?
  - You're fasting, aren't you?
  - It's called *iftar*, isn't it?
  - You aren't busy, are you?
  - You haven't met him, have you?

Question tags Grammar and Functions Reference p.105–106

- **We use question tags to check information.**

If we expect the answer *Yes*, we use an affirmative statement and a ____________ tag.

If we expect the answer *No*, we use a negative statement and an ____________ tag.

- Now do Exercises B to D in the Activity Book.

Lesson 6 AB 9/10

What have they been doing?

- What have they all been doing? (12) Listen and complete the table.

Huda	She's been taking photos.
Adam	
Anne Marie	
Rob & Mark	
Issa	
Nina	

- Match the names from the table to the people in the picture.



For and since Grammar and Functions Reference p.106

- **We use *for* when we're talking about a period of time.**
  He's been talking on the phone for 10 minutes.
  They've been living here for six months.
- **We use *since* when we say the starting point of the time.**
  He's been talking on the phone since four o'clock.
  They've been living here since July.

- Now do Exercises A and B in the Activity Book.

UNIT 1
Lesson 8
AB 12/13

Babylon Festival

- **Look at the three texts. Which one is a programme, which one is a letter and which one is a magazine article?**

- **Read the texts and find answers to these questions.**
  1. When was the first Babylon Festival held?
  2. What has Bilal seen at the Festival?
  3. Is the Festival famous? Where?
  4. Name the three main venues in Babylon.
  5. Which venue used to be an amphitheatre?
  6. What play is being performed on Monday 5th May?

A

BABYLON FESTIVAL

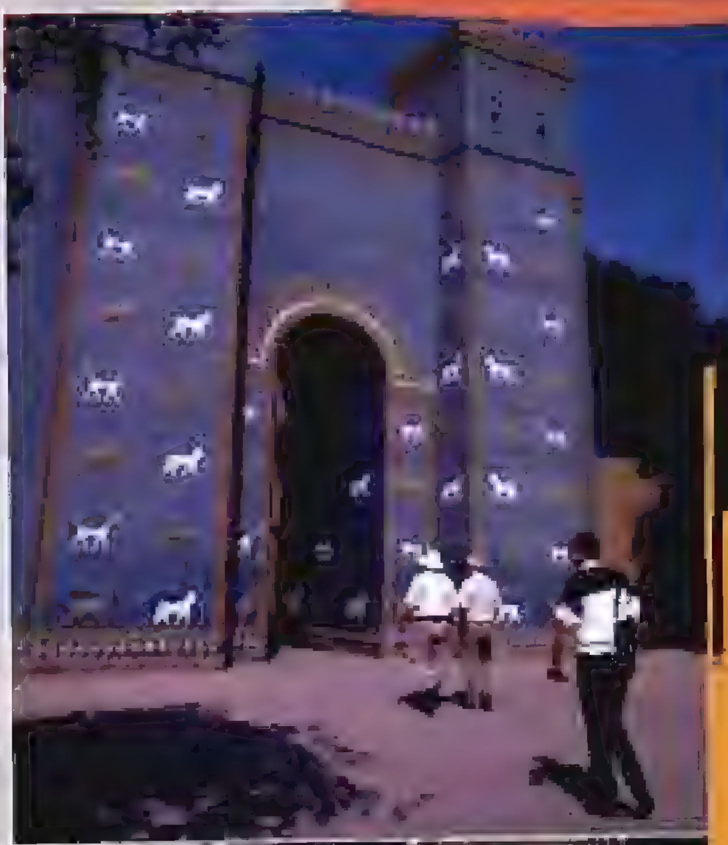
The Babylon Festival for International Arts and Cultures is held each year in the ancient city of Babylon, which is about 85 kilometres south of Baghdad. Ever since the first Festival in 1987, the event has attracted many excellent groups from all regions of Iraq and all over the world. They come to perform many types of music, especially folk music, musical theatre, opera and ballet. Famous writers and poets come to discuss and read their works, and there are many lectures and seminars held on a wide range of literary, artistic, cultural and archaeological topics. The Festival has become a popular media event and is now discussed in print and on television and on the Internet by a very wide audience.

The beautiful and historic city of Babylon is the perfect venue for this kind of international festival. There are three main theatres, all equipped with modern sound and lighting equipment, recording and transmission systems, and the best facilities for the artists to use to prepare for their performances.

The Babylonian Theatre is the biggest amphitheatre in the city and has kept its ancient atmosphere.

The Al Arsh (Throne) Auditorium is the largest hall in historical Babylon. It was once the administrative centre of the Babylonian empire, used to receive kings and victorious military leaders.

Ninimach Temple Hall was once the private temple of Ninimach, the 'Great Lady of the Heavens', who used to worship





there. It is now used for some of the smaller but very high quality performances in the Festival.

B

Dear Mike,

Thanks for your e-mail. I'm having a great time at the moment. We've got the Babylon Festival here this month so there's lots to see and do.

I've been to three plays so far this week! Two of the plays were by Iraqi writers. They were both excellent. One was by a Lebanese writer and had the famous Tunisian artist Latifa in it. At one point she started chanting a really popular poem and some people behind us joined in. My father got really annoyed with them and told them to be quiet! I was really embarrassed.

I've also attended an interesting seminar on the history of Babylon and how the festival came to be. It had a lot of interesting videos and pictures that amazed me. In fact, I actually bought the documentary CD because I knew my sister would enjoy learning more about the fabulous history of Babylon.

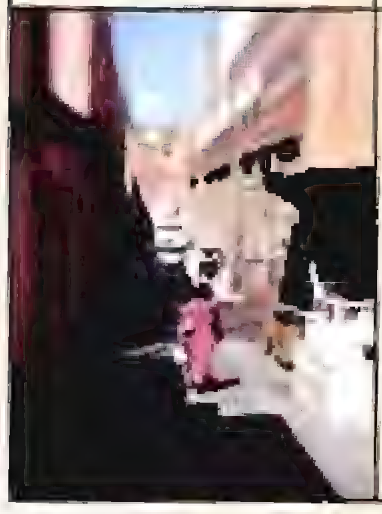
I've also been to a really good photo exhibition. It's given me some brilliant new ideas. I've decided I want to be a professional photographer one day. So when the school holidays start, I'm going to practise all day long with my new camera!

Write to me soon,

Bilal

PS I'm sending you a magazine article about the Babylon Festival and a programme of the events.

C

Monday 5th May	3 p.m.	Al Arsh Auditorium	*In Our Eyes* – an exhibition of the work of famous Iraqi painters (Suad Al Attar, Ala Bashir, Fa'eq Hassan, Abdul Qadir Al Rassam)
	6 p.m.	Babylon Theatre	*Hamlet* – an Iraqi version of the world-famous Shakespeare play
Tuesday 6th May	4 p.m.	Al Arsh Auditorium	*Behind the Veil* – An award-winning film by Tunisian director Fatima Zahra El Hani
	7 p.m.	City Centre lobby	Opening of *New Eyes* – an exhibition of images of city life by young Arab photographers

- **Now do Exercises A to C in the Activity Book.**

Lesson 9 ↪ AB 13

Quiz time

- Read the quiz and underline the adjectives followed by prepositions.

What are you really like?

Find out with our quiz!

1. Which sports are you good at?
2. Which school subjects are you most interested in?
3. What do you get angry about?
4. What do you get worried about?
5. What do you get annoyed about at home? At school?
6. What are you most afraid of?
7. Are you ever disappointed with your marks at school?
8. Do you ever feel jealous of your friends?
9. Do you ever get bored or annoyed with your family?
10. When do you feel proud of yourself?

- In pairs, take turns asking and answering the questions. Each time you answer a question, give one extra piece of information.

Which sports are you good at?

I'm good at football and swimming. I won a swimming competition last year.

- Do the exercise on Activity Book page 14. Grammar and Functions Reference p.113

- Write a paragraph about yourself, a relation or a friend. Use at least six adjectives with prepositions. Underline the adjectives with prepositions.

My friend Ameena isn't very good at sport, but she's brilliant at art. I like her because she's honest with everyone ....

Revision 1 AB 14–16

Round up

UNIT 1
Revision 2
AB 16/17

Here are some of the things you practised in Unit 1. Discuss each item with a partner. Take it in turns to give another example.

- Talking about routines and habits, using the present simple:
  - They see each other at school every day.
  - I always send her a card on her birthday.
- Talking about what is happening now, using the present continuous:
  - Why are you writing an e-mail to your mother?
  - Please be quiet! I'm doing my Maths homework.
- Checking information, using question tags:
  - You're staying in the Sheraton Hotel, aren't you?
  - We haven't met before, have we?
- Talking about recent experiences, using the present perfect:
  - He's had a car accident.
  - They've been to three plays so far this week.
- Talking about recent activities, using the present perfect continuous:
  - I've been writing letters all morning.
  - She's been talking on the phone for half an hour.
- Talking about feelings, using adjectives with prepositions:
  - I felt proud of myself when I won the writing prize.
  - Do you ever feel worried about the future?
- Keeping conversations going by showing interest:

Really? That's nice. Are you joking?
Oh no! How about you?



Test 1 and Test 2 ✎ AB 18–22

UNIT 1
Further Prac 1
AB 23/24

Fareed Lafta (Adventurer)

- **Student A: You are going to interview Fareed Lafta, the world-famous Iraqi adventurer. Check the information in the box, using tag questions. Student B: You are Fareed Lafta, the world-famous Iraqi adventurer. Give short answers to the questions and add extra information that is in the box (and any more that you know!).**

A: You were born in Baghdad, weren't you?

B: Yes, I was. That was in 1980.

THE FAREED LAFTA STORY

- born in Baghdad (in 1980)
- addicted to adventure since he was a boy
- wants to be the first Iraqi in Space
- has been a professional motorcycle racer and scuba diver
- set a Guinness World Record for taking part in the first skydive above Mount Everest
- takes part in international paragliding and hang-gliding competitions
- is an Ambassador for Peace who wants to take the minds of Iraq's young people off violence and the terrible destruction of war



- **Student A: Look at this page. Dialogue 1: Read your part and listen to Student B's part. Dialogue 2: Listen to Student B's part and choose the correct answers. Student B: Look at Activity Book page 23.**

1

A: Sorry I'm late. Have you been waiting long?

B: ______________________________

A: I'm really sorry but it's not my fault.

B: ______________________________

A: Well, I've been working in my father's shop today.

B: ______________________________

A: Usually. But today I had to stay there while he went to the bank.

B: ______________________________

A: I've been trying to all morning. Your mobile wasn't working.

B: ______________________________

A: So it's your turn to be sorry now!

2

Can I come and see it?

How did you know, Mr Detective?

It was delicious, but I'm still feeling hungry.

Really? What have you been doing?

What colour have you painted it?

Eid

- **Read the following poem on Ramadan.**
  Do you think this is a good description of the Holy Month of Ramadan?

1 Now that Ramadan has passed
It's time for us to break our fast,
We should wear our very ______
And celebrate with all the rest.

2 We wake up early, then we eat
Some dates or raisins, something ______.
Next, to mark this special ______,
We all go to the mosque to pray.

3 We praise and thank God through our prayer,
And think of Muslims ______,
Pay the zakat: food or money:
A bag of wheat, a jar of ______.

4 Then it's time to have some fun
With parents, neighbours, ______.
Sharing what we have to eat:
Cakes and pastries, fish and ______.

5 If there's been trouble or a fight
Then Eid's the time to put it ______.
Happy friends walk in the street
With gifts for everyone they ______.

- **Write the words in the correct places in the poem. 🎧 17 Then listen and check.**

best	day	everyone	everywhere	honey
meat	meet	~~passed~~	right	sweet

- **Now do Exercises A to E in the Activity Book.**

UNIT 2

UNIT 2
Lesson 1
AB 27/28

Keep in touch

- Match a phrase from the box to each picture.

e-card	chatting on a mobile phone	laptop computer
text message	phone game	camera phone

A


B


C


D


E

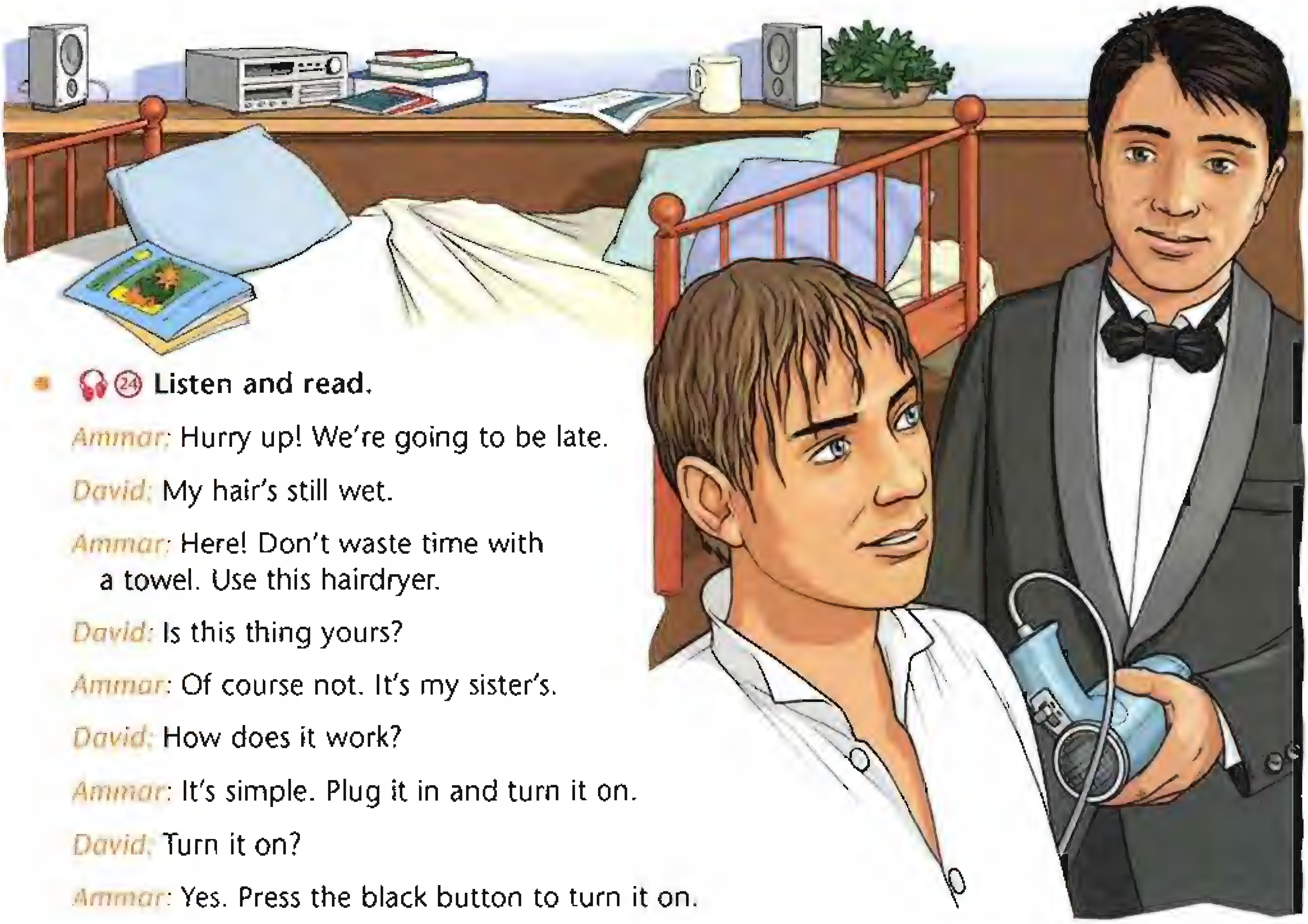

F


- What do the letters and numbers in picture B mean?
- 21 Listen and match each speaker to a picture. You will hear these people speaking:

Simon ______	Kamal ______	Amna ______
Ameera ______	Aziz ______	Nisrin ______

- Now do Exercises A to D in the Activity Book.

Plug it in and turn it on



- 24 **Listen and read.**

Ammar: Hurry up! We're going to be late.

David: My hair's still wet.

Ammar: Here! Don't waste time with a towel. Use this hairdryer.

David: Is this thing yours?

Ammar: Of course not. It's my sister's.

David: How does it work?

Ammar: It's simple. Plug it in and turn it on.

David: Turn it on?

Ammar: Yes. Press the black button to turn it on.

David: But what's this red button?

Ammar: The red button has got three positions. If you push it down, you get cool air. If you keep it in the middle, you get warm air. And you get hot air if you push it up.

David: OK. I suppose I want cool air, don't I?

Ammar: No. Don't use the cool setting. It's best to select hot if you want your hair to dry fast.

David: You really know a lot about it, don't you? Are you any good at fixing computers?

- **Study the rule then find other examples in the conversation.**

Giving instructions Grammar and Functions Reference p.106

- **When we give instructions, we can use:**

imperatives – Plug it in and turn it on. Don't use the cool setting.

zero conditionals – If you push it down, you get cool air.

- **Now do Exercises B to E in the Activity Book.**

Lesson 3 AB 31/32

UNIT 2
Lesson 4
AB 32/33

The swimmer

- **Look at the texts and find:**

a newspaper article | a letter to a friend | an advertisement
two letters in a magazine | a diary entry

- **Put the texts in the order they were written or are used in the story by numbering them 1 to 6.**

☐

Marjory's Problem page

Dear Rashid,
It is not too late for you to learn to swim. Many swimming pools have classes for people who are afraid of water. Join one of these classes and say goodbye to the past. Good luck!

Marjory

☐



SAVED BY A TEENAGE HERO

Gemma Green nearly drowned yesterday at Sennen Cove, Cornwall. Seven-year-old Gemma was playing on the beach when a huge wave pulled her out to sea. Seventeen-year-old Rashid Zeid was walking on the beach with a friend when it happened.

"One minute the little girl was playing on the sand and the next minute she was far out at sea," he told reporters.

Rashid's friend Justin Cartwright said, "The water was rough and we could see she was in trouble so I phoned the coastguards on my mobile. I didn't think it was a good idea to go in after her. But Rashid didn't waste a minute. He dived into the water, swam out to her and brought her back. He's a real hero."

Rashid, who only learnt to swim last year, said, "I didn't feel scared. I just knew I had to save her. My twin sister drowned when she was seven and it was the worst day of my life. This is the best day of my life."

☐

OASIS SPORTS CENTRE AND POOL

Swimming classes for teenagers

Are you afraid of water? Do you want to learn to swim? Why not join one of our classes?

Complete beginners: Tuesday and Thursday 6.00–8.00 p.m.

Intermediate swimmers: Wednesday and Friday 6.00–8.00 p.m.

☐ 10th July

I have paid for a swimming course. My first class is next Tuesday. I am really scared. But I am going to be strong. I AM GOING TO LEARN TO SWIM. NOTHING IS GOING TO STOP ME NOW.

☐

Marjory's Problem page

Dear Marjory,

I am writing to you because I am 16 but I can't swim and I'm frightened of the sea. When I was seven, my twin sister drowned in an accident at the beach. After that my mother never allowed me to go swimming. But now I want to learn to swim. Is it too late?

Rashid

☐

Dear Justin,

You won't believe this but I have learnt to swim. In fact, I am writing to ask you to come on holiday with me in Cornwall. We'll camp near the beach and go swimming every day. I hope you can come. I know we'll have a great time.

Rashid

PS Here are some pictures of sunny Cornwall!







■ Now do Exercises A and B in the Activity Book.

UNIT 2
Lesson 5
AB 34

Hold on, please

- Who usually uses these phrases, the caller (C) or the person (or machine) that answers the telephone (A)? Write C or A next to each phrase.



1 [ ] Hello. Is that Ian Murphy?

2 [ ] May I ask who's calling?

3 [ ] Could I speak to ...?

4 [ ] I think you've got the wrong number.

5 [ ] I'm afraid he's out at the moment.

6 [ ] Could you tell her I called?

7 [ ] Do you know when he'll be back?

8 [ ] Can I take a message?

9 [ ] Just a moment, please.

10 [ ] I'll tell him you called.

11 [ ] Is that 0207-681-432?

12 [ ] I'd like to speak to Salwa Halabi, please.

13 [ ] Please leave a message and we'll call you back.

14 [ ] Hold on, please.

15 [ ] Please speak clearly after the tone.

16 [ ] Hello, Carol. Nice to hear from you.

- Now do the exercise on page 34 of the Activity Book.

We had such a good time

- Match each sentence to a picture.

A It's so crowded and there are such long queues.

B It's so pretty but it takes such a long time.

C It was such a cold day that I wore my big coat.

D Everything's so dry. It's such a hot place.

E It was so frightening that I couldn't watch it.

F We had such a good time we didn't want to stop.

1 ☐


2 ☐


3 ☐


4 ☐


5 ☐


6 ☐


- Study the Language box. Add examples and complete the rule.

Using *so* and *such* Grammar and Functions Reference p.107

- *so* + adjective – It's so crowded. ______________________
- *such* (*a*/*an*) + adjective + noun – It's such a hot place. ____________
- Expressing cause and result with *so* and *such*

  It was so frightening that I couldn't watch it.
  It was such a cold day that I wore my big coat.
- We can leave out __________ in the result clause.

  We had such a good time we didn't want to stop.

- Now do Exercises A to C in the Activity Book.

Lesson 7 AB 36/37

UNIT 2
Lesson 8
AB 38/39

The Internet

- Quickly skim the texts. Make a list of five different uses of the Internet mentioned on these pages.
- Scan the texts to find three negative aspects of the Internet.

Links » Address

INVENTIONS THAT HAVE CHANGED THE WORLD

What do you do if you want to know about a high school volleyball team in Beirut? Who can your brother ask if he wants to find a language school in Scotland where he can study English this summer? Where can your sister get the latest information if she has to write an essay about world climate change? And what should you all do if you want to hear the latest Kadhim Al Sahir hit? The answer is simple. You go onto the Internet and look for a useful **website.**

The Internet – sometimes called the World Wide Web (www) – is a huge international network of computers. It was invented in 1990 by two computer scientists – Tim Berners-Lee from Britain and Robert Cailliau, from Belgium. At the time, they were both working at a physics laboratory in Switzerland. They invented the system to help scientists to share ideas and information. In 1993 the Internet became public and it grew very fast. Today it is used by millions of people all over the world and its use is still growing.

To **go online**, all you need is a computer and an Internet router or wi-fi. And if you look at the statistics, most teenagers in the United States are connecting regularly. A recent survey showed that 82% of teenagers are sending and receiving **e-mail**. Most of these also say they frequently **surf the net** for information. Another popular online activity among teens is **instant messaging** (IM). Over 80% have listened to music online and 50% have **downloaded** music from the Internet. Only 13% of American teens are not using the Internet at all.

Done Internet

Useful words

- **website** – *A set of pages on the Internet about a particular topic. These pages often contain colour pictures, sound and video.*
- **go online** – *Connect to the Internet.*
- **e-mail** – *Messages sent or received using the Internet.*
- **surf the net** – *Spend time visiting a lot of websites.*
- **instant message** – *A written conversation between two people who are online. It's quicker than sending an e-mail. The other person reads your message as soon as you send it and can answer instantly.*
- **download** – *Copy information or programs from the Internet onto your computer.*

We've got a computer at home so I use the Internet a lot for my school work. Whenever I need to find out some facts, I do a search on the Internet. I needed information about sharks for a school project. I found lots of useful articles and pictures on the Internet. I printed the pictures and used them in my project. It was quicker than going to the library and looking at lots of different books. I got all the information from the same place – the Internet – using my computer.

Claudia Flight - United Kingdom





I use the Internet for homework, to send e-mails and to download music. I also use it to find out what's on at the cinema and read film reviews. The only trouble with using the Internet is that you sit in the same place for a long time. If I look at a computer screen for too long, my eyes sometimes hurt.

Sa'eed Khoury - Lebanon

The Internet is very useful, but you have to be careful if you don't want to waste time. Sometimes you are looking for one small piece of information and you end up spending an hour surfing the net. For example, yesterday I wanted to find out something about the River Nile. I looked at 17 different sites and it took me two hours.

Zeinab Hashim - Iraq





My business is buying and selling stamps. I do 70% of my business through the Internet. I sell stamps to people in Malaysia, Japan, Europe and the Middle East. Sometimes I think it's a bit lonely. If you do business in a shop, you see people and life is more interesting. With the Internet, you don't meet your customers. I also use the Internet for shopping. I buy plane tickets and train tickets online. I always get my theatre and concert tickets online. I also buy books, computer programs, CDs and DVDs. It's cheaper and quicker and you don't need to go to lots of different shops looking for what you want.

Mike Allen - Australia

- **Now do Exercises A to D in the Activity Book.**

Lesson 9 AB 39/40

UNIT 2
Lesson 10
AB 40/41

They must have forgotten



- 🎧 33 **Listen and read.**

Mrs Crosby: Hello, Anna Crosby here. Who's speaking, please?

Ammar: Hello, Mrs Crosby. This is Ammar.

Mrs Crosby: Oh, hello, Ammar. How are you?

Ammar: I'm fine, thanks, Mrs Crosby. Is David there, please?

Mrs Crosby: I'm afraid he isn't, Ammar. He went out with Rob at about eight this morning.

Ammar: Did you say with Rob?

Mrs Crosby: Yes. I think they were going fishing. Rob's father was going to drive them to the lake.

Ammar: Oh no! They must have forgotten about the match.

Mrs Crosby: No, they knew about the match. I heard them saying they had a match at three.

Ammar: But it's three fifteen now. And they still aren't here.

Mrs Crosby: They might have had a problem with the traffic.

Ammar: But why hasn't Dave phoned? He's got a mobile. He always has it with him.

Mrs Crosby: He must have left it at home this time.

Ammar: They can't all have forgotten to take their mobiles.

Mrs Crosby: They must have. Typical! When those three go fishing, they forget about everything else.

- **Study the grammar rule and find examples in the dialogue.**

Making deductions Grammar and Functions Reference p.107

- **We use *must have, can't have, might have* + the past participle to make deductions about the past.**

Everything is fresh and green outside. It must have rained in the night.

Where's my jacket? I'm not sure, but I think your brother might have taken it.

He can't have borrowed my jacket. It's much too small for him.

- **Now do Exercise B in the Activity Book.**

Revision 1 AB 42/43

Round up

UNIT 2
Revision 2
AB 44/45

Here are some of the things you practised in Unit 2. Discuss each item with a partner. Take it in turns to give another example.

- Talking about the past, using the simple past and past continuous:
  - I got a mobile phone for my birthday.
  - He was walking along the street when he heard a loud noise.
- Giving instructions, using the imperative and the zero conditional:
  - Turn it on and select a programme. Don't press the stop button.
  - If you want to open another window, click on the left-hand button.
- Using compound nouns relevant to the topic of communication:
  - text message camera phone laptop computer
- Using phrasal verbs relevant to the topic of communication:
  - plug in turn on push down
- Expressing cause and result with *so/such ... (that)*:
  - I felt so ill that I stayed in bed.
  - It was such a hot day we couldn't move.
- Making deductions using *must have, can't have, might have*:
  - I can't get through to John. He must have turned his phone off.
  - It only took me five minutes to do my homework. It can't have been very difficult.
  - He hasn't written to me. I think he might have lost my e-mail address.
- Leaving messages on an answerphone:
  - Latifa, this is Annabel. I'm afraid I can't come to the cinema this evening. Can you call me later?
  - Hi, Julie, can I have the CD back that I lent you last week?



Test 1 and Test 2 AB 45–51

UNIT 2

Further Prac 1
AB 51

An ancient culture

- **Archaeologist Dr Abdulaziz Aziz has been working on an island in the South Pacific. He has learnt a lot about the Aloalo people who once lived there. Match his notes to his conclusions.**



Notes

1 We have found a lot of gold and silver jewellery in their city.

2 There is no writing of any kind on any objects, buildings or stones.

3 Life on their island ended very suddenly 3,000 years ago.

4 ~~There are drawings which show the correct position of the Earth, the moon and the stars.~~

5 We haven't found any human bones near their city.

6 We have found pictures of fish and octopus and a lot of fishing equipment.

7 We have found big bags of pearls.

8 We have discovered two big stadiums outside the town and a large ball made of leather.



My conclusions about the Aloalo people

a) They (know) a lot about the stars. [4]

b) The Aloalos (be) very rich. [ ]

c) They (do) a lot of sport. They (play) a kind of football, but we can't be sure. [ ]

d) They (bury) the dead in the ground. They (burn) the bodies or they (throw) the bodies in the sea. [ ]

e) They (have) an alphabet. [ ]

f) We don't know for sure, but an earthquake (destroy) their civilization. Or it (be) a volcano. [ ]

g) We don't know for sure, but they (use) pearls as money. [ ]

h) They (eat) a lot of seafood. [ ]

- **Check your answers with the teacher then take turns making conclusions. Use *must have/might have/can't have* + past participle.**

They must have known a lot about the stars.

Buy, buy!

- Complete the advertisements with the words and phrases in the box. Add capital letters where necessary.

say try worry come buy if you don't have
if you join if you don't think if you want

NANA
- so cool
- so refreshing!



(1) ________________ goodbye to bad breath with Nana mints!

(2) ________________ time to clean your teeth, have a Nana mint.

Do not contain sugar. Recommended by dentists.

From Alpha Publishing

Movie-pedia



The biggest and best encyclopedia of film on CD-ROM. Articles, photos, facts and figures, names and dates, film music and video clips from all your favourite films. Plus thousands of Internet links.

(3) ________________ Movie-pedia for one month totally free!

(4) ________________ Movie-pedia is fantastic, you can have your money back – immediately!

Are you tired of dull, lifeless hair?
Are you in hair despair?
Don't (5) ________________!
We have a solution to your problem.

shine SHAMPOO



(6) ________________ **hair that really shines, use SHINE.**

(7) ________________ **SHINE today!**

OASIS SPORTS CENTRE AND POOL

Do you want to lose a few kilos and get fit?

The Oasis Sports Club has a gym, pool and tennis courts. We also offer yoga, karate and fitness classes.

We are open every day of the week from 7 a.m. to 10 p.m.

Hurry! (8) ________________ the club before the end of December, you get ten free guest passes.

Don't delay! (9) ________________ to the Oasis today.

- Now do Exercises A to E in the Activity Book.

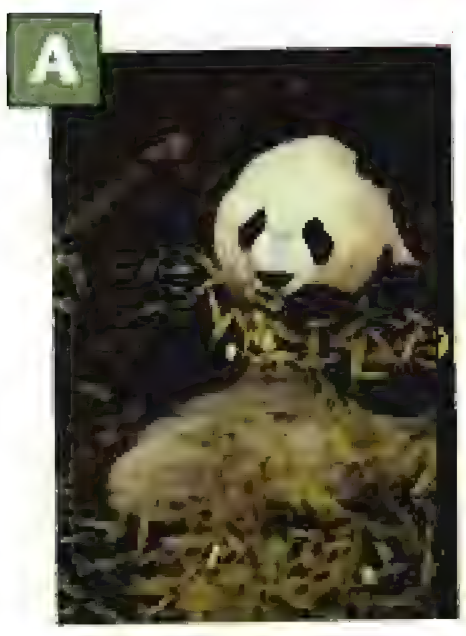
UNIT 3

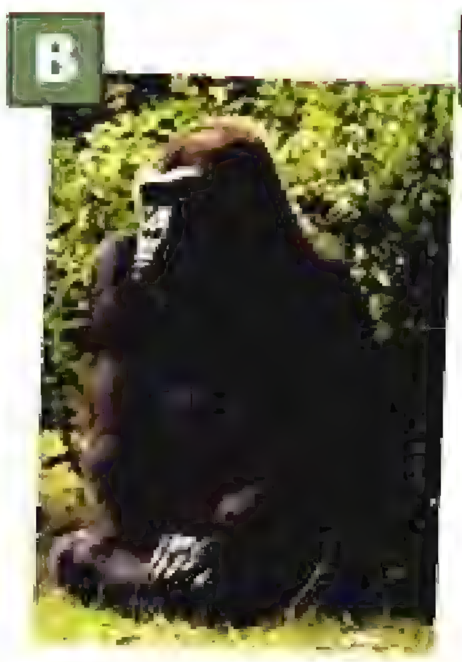
- Endangered animals
- Almost extinct
- Fuad's phone
- Now you too can be green!
- The environment – What are the effects of oil and gas pollution?
- Shall I feed the baby lion?
- The best of both worlds
- The Arabian Oryx
- Round up
- The Aswan Dam
- Only joking

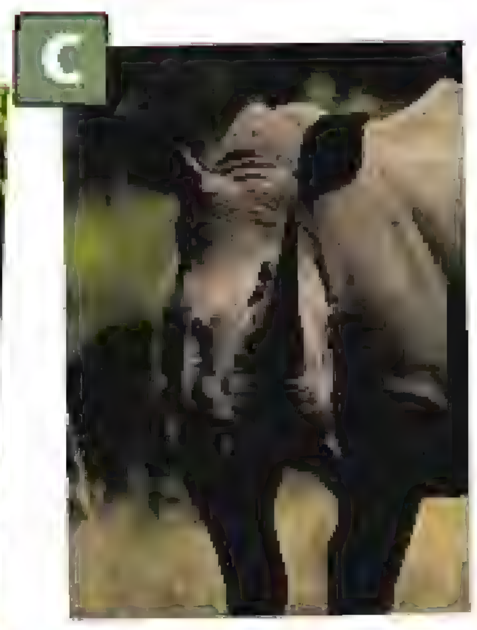
Endangered animals

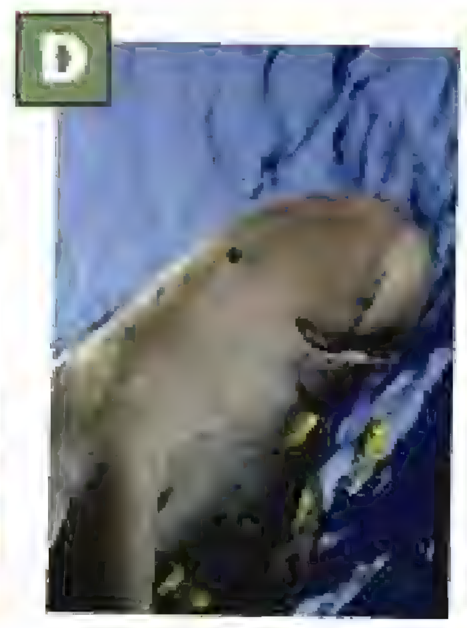
- Match the animal names to the photos. What do you know about these animals?

giant panda   tiger   mountain gorilla   dugong   right whale   black rhino













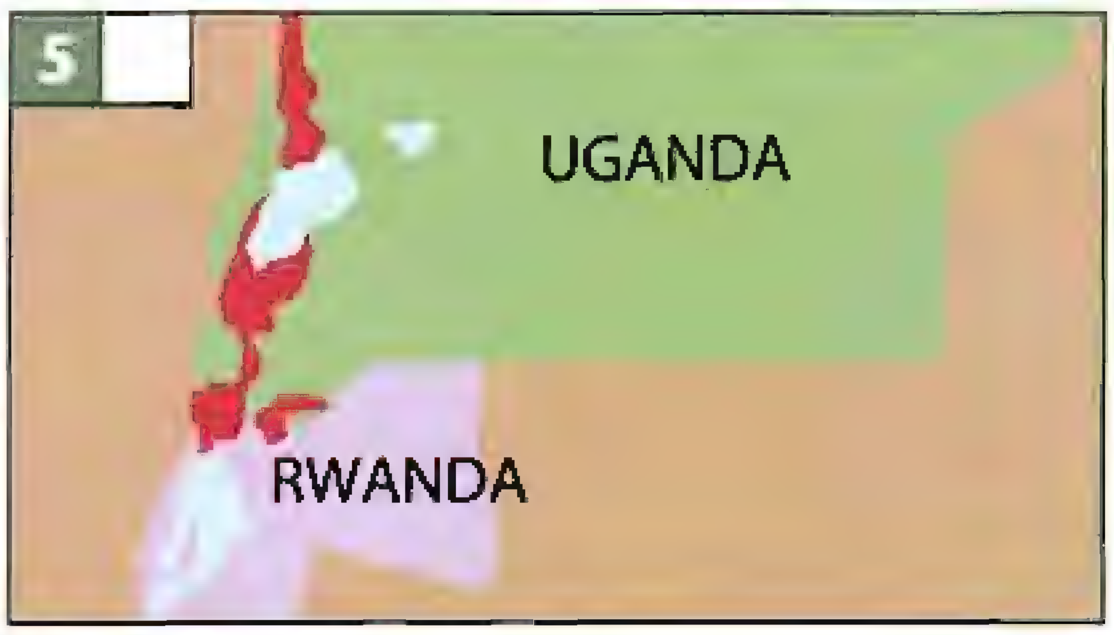
- Where in the world do these animals live? Match each animal to one of the maps. 39 Then listen and check. The language in the audio is quite difficult – but listen carefully and you will hear the place names.













- Read the examples and complete the rule. Then do Exercises A and B in the Activity Book.

Adjective order Grammar and Functions Reference p.107

A long green snake.   A beautiful black and yellow bird.

A small red insect.   A strange pink and grey animal.

- When you have a general adjective and a colour adjective together, the ________ adjective comes first and the ________ adjective comes second.

Almost extinct

- Read the questions on Activity Book page 55 (Exercise A). Read the factfiles and find the answers as quickly as you can.

NORTH ATLANTIC RIGHT WHALE



Two hundred years ago the Americans called it the "right" whale because it was the right whale to hunt. It is slow and easy to catch, and it has lots of oil in its body. Hunters killed almost all of them. Today there are only about 350 in the North Atlantic. Hunting has stopped, but the population is not increasing. One reason may be pollution in the sea. If the right whale becomes extinct, it will be very sad. But at the moment nobody knows how to help them.

GIANT PANDA



Pandas eat bamboo – sometimes 30 kilos per day of it! This means they can only live in places with lots of bamboo. So these beautiful animals have a problem: if people destroy their habitat, they will not be able to move to other places. And the bad news is – people are destroying their habitat. There are less than 1,000 wild pandas today. Zoos have about 60 and are trying to breed them.

MOUNTAIN GORILLA



Gorillas live in the forest. People cut down trees and destroy the forest. So the gorillas' habitat is getting smaller. Hunting gorillas is against the law, but illegal hunters still kill them. Some people eat gorilla meat. If we do nothing, mountain gorillas will become extinct in a few years. It is possible to breed gorillas in zoos. Many zoos around the world have gorilla-breeding programmes.

TIGER



Although it is against the law, there is still a lot of tiger hunting. There are three reasons: (1) people think that tigers are dangerous; (2) tigers sometimes eat cows and sheep, so farmers don't like them; (3) in Chinese medicine they use tiger bones and other parts of the body. There are very few wild tigers left – perhaps 5,000. In China there are only 30. Tigers will be extinct in twenty years if hunters go on killing them. We can breed tigers in zoos. But they have another problem, too – people are destroying their habitat.

- Now read the texts carefully and do Exercises B to E in the Activity Book.

- Read the sentences in the Language box and complete the rule.

First conditional Grammar and Functions Reference p.107

If you call Mariam, she will help you with the homework.

If the tickets are too expensive, we won't go to the concert.

If the shops are shut, I'll be annoyed.

'if' clause	*main clause*
If + verb in the ________ tense,	*will/won't* + infinitive

Lesson 3 AB 57

Fuad's phone

- The boxes show the life cycle of a mobile phone. Put them in the correct order by numbering them 1 to 8.



After two years, the battery stops working. A new battery is expensive. So Fuad throws the phone away.

a



Tariq drops it – twice. Noura drops it once. It still works, but it doesn't look very good.

b



At the shop, Fuad buys a lovely new mobile phone. He is very pleased with it. It has a camera, games and great ringtones!

c



At the factory, they make the mobile phone and its battery. They use plastic and a number of different metals. Some of these metals – e.g., lead, cadmium and mercury – are toxic.

d





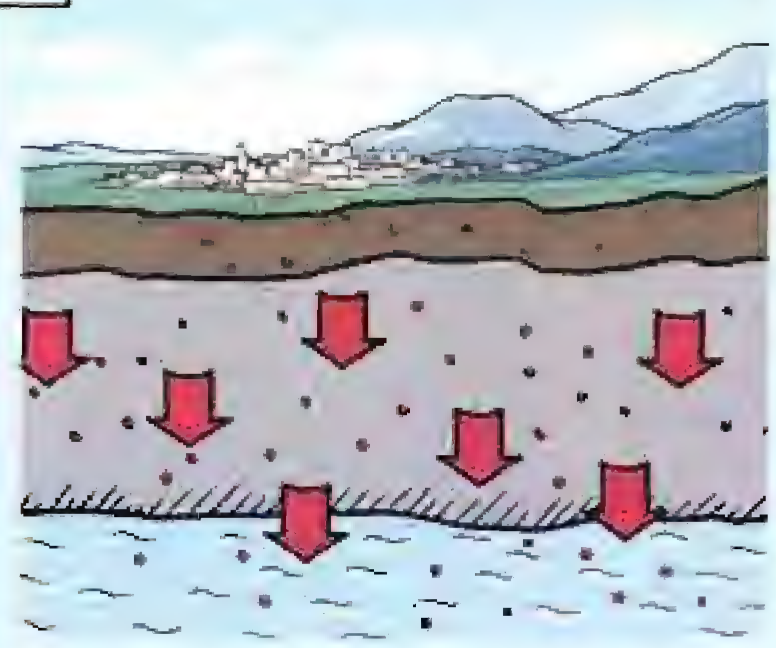
Fuad uses his mobile phone a lot. He also lends it to his sister Noura when she goes out. He lets his little brother Tariq play games on it.

e



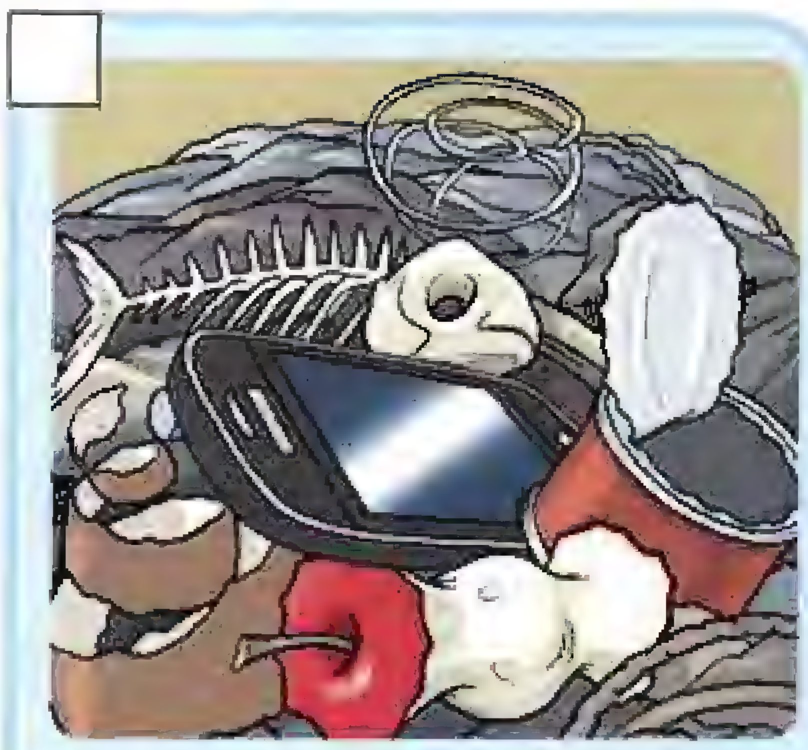
People and animals drink the water – and the toxic metals.

f



After ten years, the metals go down slowly into the earth. In the end, they get into the water.

g



The phone goes to the rubbish dump with the other rubbish.

h

- Now do Exercises A to C in the Activity Book.

Now you too can be green!

- Match the captions to the bins on the poster.



A Bottles of all colours (please remove metal tops)

B Drink cans, food tins, aerosol cans (e.g., hairspray)

C Newspapers, magazines, cardboard boxes (no books, please)

- Now do Exercises A and B in the Activity Book.

- Study the rule and read the examples. Can you think of any more examples of *re-* verbs?

> **re- + verb**
>
> - **We can put *re-* in front of a lot of verbs. It means *to do something again.***
>
>   You can recycle parts of the mobile phone.
>
>   I failed the exam, so I will have to retake it next year.
>
>   We reheated the pizza in the microwave but it wasn't very nice.

- Now do Exercise C in the Activity Book.

The environment – What are the effects of oil and gas pollution?

- **What kind of pollution does the oil and gas industry create? Have you seen evidence of pollution in Iraq? If so, where and what type?**

Dear Editor,

Oil and gas are the main industries in Iraq and I realize that our economy depends on them. However, I am concerned about the effect of these industries on the environment.

①→ One obvious problem is global warming. All fossil fuels produce carbon dioxide and ozone, which are two of the main greenhouse gases. The increase in greenhouse gases in our atmosphere may cause climate change.

There are other environmental problems in our country. Look at different places in Basra, like Shu'ayba, Zubeir, Rumeila and Burjussia. I remember Rumeila as it was in the early nineties. It used to be a lovely, quiet place, full of wildlife, especially in the lakes. I went there two years ago and I saw how industrial development has changed the area. ②→ I expect I would notice more changes if I went there today. How has this development affected the wildlife?

③→ Burning oil and gas releases pollution into the air. You can see flares and smoke around sites like Burjussia in Basra. ④→ Pollution of the land caused by these emissions may also damage the habitats of wildlife, in particular the nesting and breeding areas of birds. My concern is how much all of this may affect the food chain – if you destroy one animal in the food chain, then other animals have nothing to eat.

Iraq is a very beautiful country. If we are not careful, we might damage the environment.

Yours sincerely

Salman Ahmad, Basra



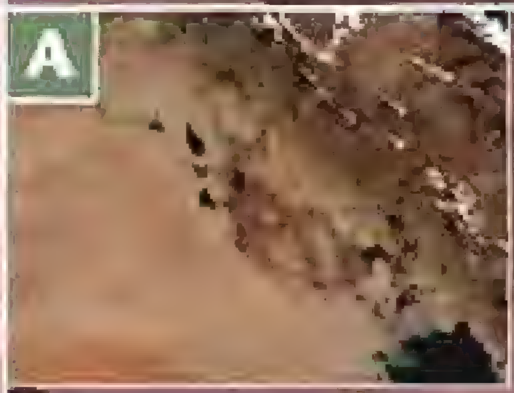



- Some of Mr Ahmad's points are discussed on the Green Oil & Gas Company's website below. Match the paragraphs A to E with the points in the letter on page 38. Some paragraphs match more than one point.

	Points in Mr Ahmad's letter
A	
B	
C	
D	
E	

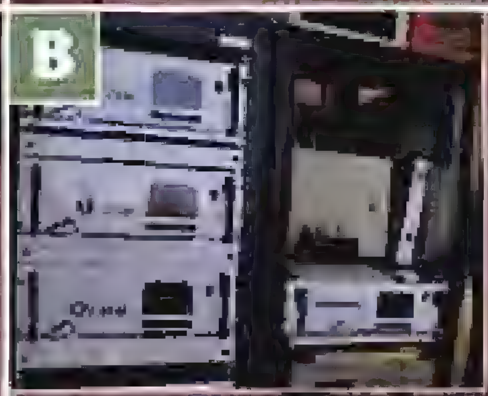
www.gogc/environment

A



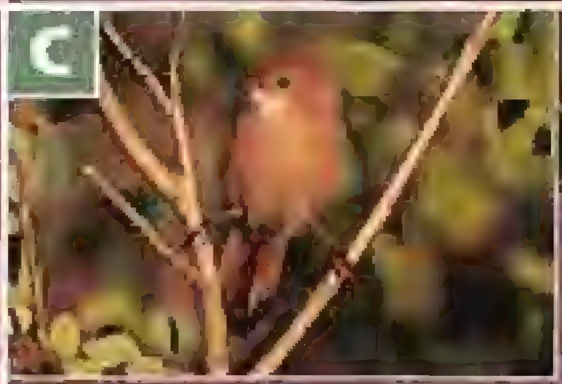
Green Oil & Gas Company (GOGC) uses the latest technology to monitor the environment in Iraq. One type of technology used is satellite imagery.

B



GOGC has built special stations to monitor air quality. They measure the quantity of gases in the air, such as sulphur dioxide (SO_2), oxides of nitrogen, ozone and hydrocarbons.

C



Smoke and flares can disturb the breeding patterns of birds. At Burjussia, GOGC has a programme to provide new nesting places, which is already bringing birds back to the area.

D



The lakes around Rumeila are a special environment. There is a lot of interesting life in these lakes. But it can easily be damaged by oil or other sorts of pollution. So GOGC has a team which monitors the quality of the lakewater at 15 places around Rumeila. Protecting the environment in this special area is very important to the company.

E



Global warming is caused by CO_2 – carbon dioxide. The good news about LNG (liquefied natural gas) is that it contains more hydrogen and less carbon than oil – so it produces much less CO_2 when it is used.

UNIT 3
Lesson 7
AB 62

Shall I feed the baby lion?



Mr Obuya

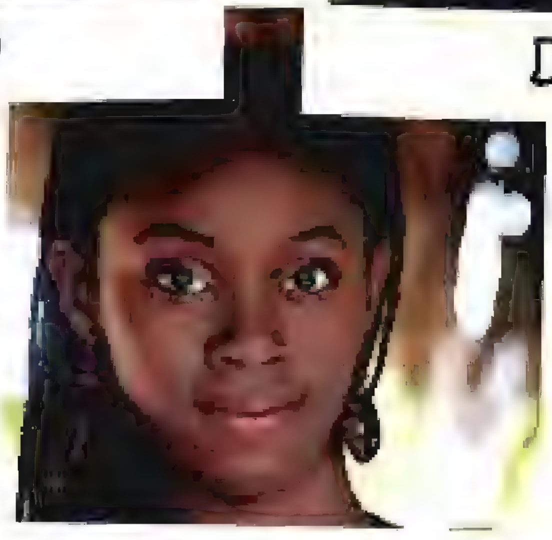
- Look at the picture of Mr Obuya in the Serengeti National Reserve in Tanzania. What kind of work do you think he does?
- These young people are volunteers. How do you think they help their boss Mr Obuya in the reserve?
- 🎧 44 Listen to the volunteers talking to Mr Obuya. Who offers to do what? Does Mr Obuya accept their offers or not? Write notes for each person. Use phrases from the box.



Habib



David



Victoria

Victoria

~~feed the baby lion~~ ✗ ______

______

______

David

______

______

______

Habib

______

______

______

clean the windows of the minibus
make a new no-smoking sign
type a list of animals
drive the Land Rover
feed the baby lion
check the fence around the camp
show people where to park
fix the broken picnic table
clean up the picnic area

- Study these ways of making offers.

Offering to help

	Accepting	**Refusing**
Shall I get you some batteries?	Yes, please.	No, thanks.
Shall we wait here?	Good idea.	I'll do it myself, thanks.
Would you like me to write that down?		
Would you like us to do the cooking?		

Lesson 8 ✎ AB 62/63

The best of both worlds

- Read the advertisement. What do you know about hybrid cars?

HYBRID CAR SALES L.A.

- Do you want all the advantages of a petrol engine PLUS all the advantages of an electric motor?
- Have fun AND protect the environment. Get a hybrid!!
- We sell Honda, Toyota, Ford & General Motors hybrid cars.

Hybrid Car Sales, 9466 Beverly Boulevard, Los Angeles, CA 90048

www.hybridcarsales.com



- Read the interview quickly. Can you find *one* bad thing about hybrid cars?

WHICH CAR TO BUY 21

A HYBRID FOR TERRY?

EVERY MONTH WE INTERVIEW A MEMBER OF THE PUBLIC. WE ASK 'WHICH CAR ARE YOU GOING TO BUY? WHY?'



WCTB: Terry, you've been looking at the new cars on the market. What do you think?
TERRY: Well, I like the new hybrid cars – especially Ford and Toyota.
WCTB: They're pretty expensive, aren't they?
TERRY: They're not cheap. But I expect I'll buy one anyway. I live in Los Angeles, and we have a big pollution problem there.
WCTB: The smog?
TERRY: Not just the smog. There are almost four million people in Los Angeles – and everyone drives a car.
WCTB: Do you think hybrid cars will help?
TERRY: Oh, yes. They will definitely make things better. In the city, you use the electric motor, so there's no pollution at all.
WCTB: Why not get an all-electric car, then?
TERRY: Well, the batteries are not good enough for long journeys – that's the problem. I often drive to my sister's place in San Francisco, for example. That's nearly 650 kilometres.
WCTB: And the hybrid car uses its petrol engine on the open road?
TERRY: Exactly. You get the best of both worlds.
WCTB: And can you afford the higher price?
TERRY: At the moment, yes. Unless I lose my job or something like that, I'll certainly buy a hybrid.
WCTB: Thank you for sharing your ideas with us, Terry.

- Now do Exercises B to E in the Activity Book.

UNIT
3
Lesson 10
AB 65/66

The Arabian Oryx

- When did the oryx become extinct in the wild? Find the answer in the article as quickly as you can.

The oryx is back

The oryx is a beautiful antelope with two long horns. It is one of the few big animals that can live in the desert. It gets most of its water from plants; it eats at night when there is some water on the leaves. It walks hundreds of kilometres to find food.



In the 1960s the population of oryx in the Arabian Peninsula was very small. The animal was endangered because of hunting. It was hunted for two reasons: the local Bedouin people hunted it for meat, and city people hunted it for sport. In the past, when the hunters were on horses, the oryx survived. But hunters in big four-wheel-drive cars were able to follow the oryx everywhere – it could not get away from them. In 1972 the last wild oryx was shot.

But, happily, that was not the end of the story. Zoos around the Middle East had quite a good number of oryx. They got the animals to breed, to build up their numbers. Then in 1982 they put some oryx back into the wild in Oman. The programme was a success, and in 1990 they did the same thing in Saudi Arabia. Of course, hunting the oryx is no longer allowed. Today the wild population of these wonderful animals is about 900. Experts say it will probably soon be 1,000.

- Now do Exercises A and B in the Activity Book.

- We use contractions when we speak more than when we write. Study the examples below.

Using contractions

We usually write:	But we usually say:
It is one of the few big animals ...	It's one of the few big animals ...
... it could not get away.	... it couldn't get away.
... it will probably soon be 1,000.	... it'll probably soon be 1,000.

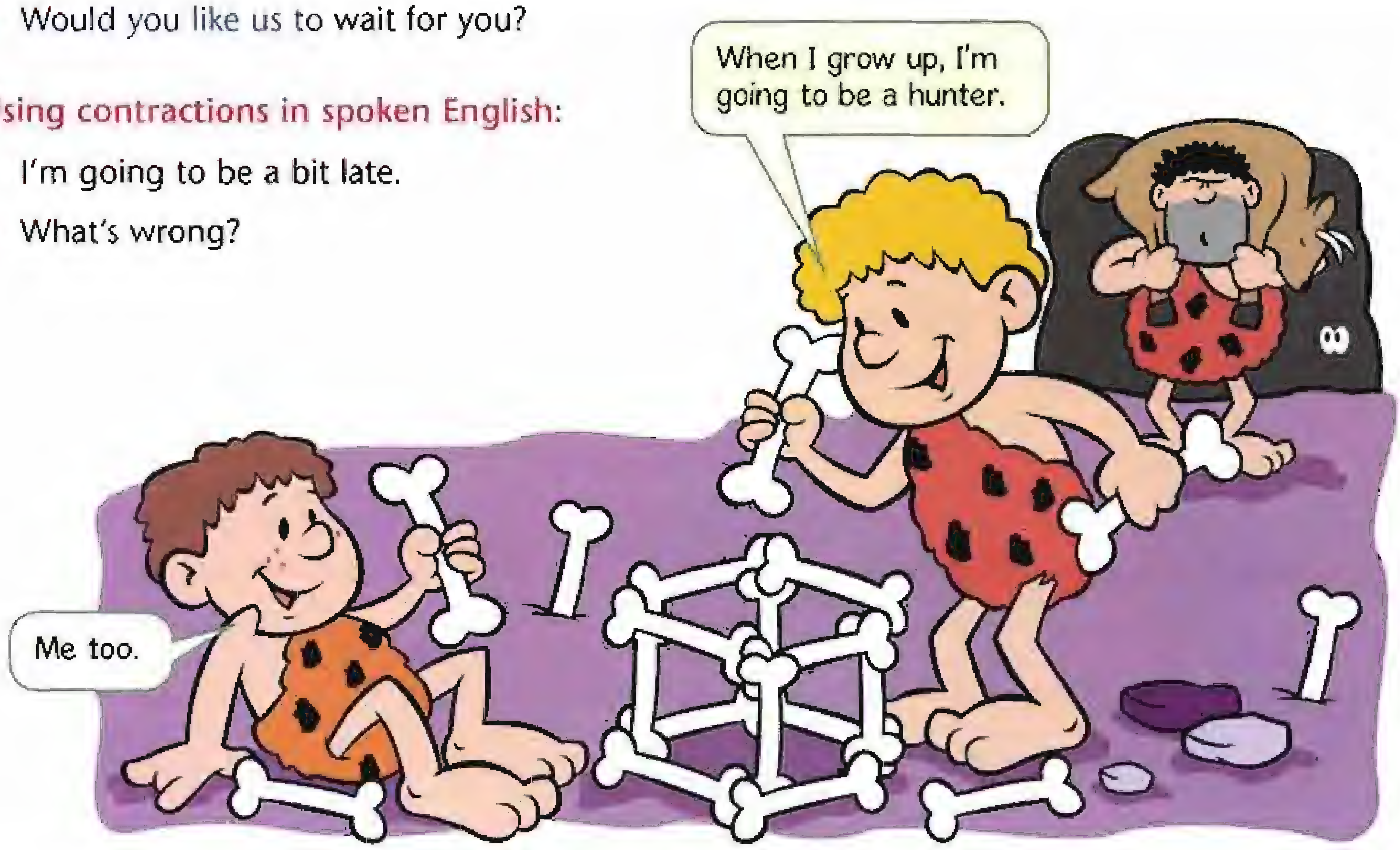
- Now do Exercises C to E in the Activity Book.

Revision 1 ✎ AB 67/68

Round up

Here are some of the things you practised in Unit 3. Discuss each item with a partner. Take it in turns to give another example.

- Putting adjectives in the right order: general + colour + material:
  - An interesting, white, concrete building
  - A lovely, blue and yellow cotton dress
- Making predictions about the future, using the first conditional:
  - If we can't find your house, we will call you on your mobile phone.
- Talking about the future, using different verb forms and adverbs:
  - This animal will become extinct.
  - My English is definitely getting better.
- Using adjectives to describe places:
  - The oasis is quiet and beautiful. A sparkling pool of cool water is shaded by a group of lovely, tall palm trees. Some tired, dusty camels sit nearby.
- Making offers:
  - Shall I make you some coffee?
  - Would you like us to wait for you?
- Using contractions in spoken English:
  - I'm going to be a bit late.
  - What's wrong?



Test 1 and Test 2 ✎ AB 70–75

UNIT 3
Further Prac 1
AB 76/77

The Aswan Dam

- Look at the pictures and read the captions. What do you know about the Nile and the Aswan Dam? Do you understand the headline of the article?
- Now read the article. Can you guess the meaning of the headline?

The Aswan Dam: Triumph or Tragedy?



From our Environment correspondent Natasha Ward

I am standing by the Nile in the wonderful town of Aswan in Southern Egypt. The air is clean and hot, and the cool water of the Nile is flowing silently past me. It looks beautiful. But is everything as perfect as it looks?



The Nile at Aswan

In the 1960s the Aswan Dam was built, and it changed the ecology of the Nile dramatically. Before then, the river used to flood in the summer every year. The water brought earth, which was very good for the farmers. The land was rich, and it was easy to grow food. Now farmers have to use chemical fertilizer on their land – that costs money, and is not as good as the earth from the river. On the other hand, farmers are happy that the river is always the same: before, there was sometimes too much water, and sometimes not enough.

The dam caused other problems. The river also used to carry food for fish. After the dam was built, there were fewer fish in the river and in the sea along the coast of Egypt. And of course it was terrible for the people who lived south of the dam – they lost their homes when Lake Nasser was created.



The Aswan Dam

But let's not forget the best thing about the Aswan Dam: its hydroelectric power station produces lots of 'clean' electricity for Egyptian people and their industries. And it will continue to do so for many years.

24

- Now do Exercises A to D in the Activity Book.

Only joking

UNIT
3
Further Prac 2
AB 78/79

- **Match the captions to the cartoons.**

A "Shall I take a photo of you two together now?"

B "The animals must have seen tourists before, don't you think?"

C "Look! There's Fuad's pet snake. But where's Fuad?"

"I don't know. I haven't seen him for a while."

D "Look! Some clean water!"

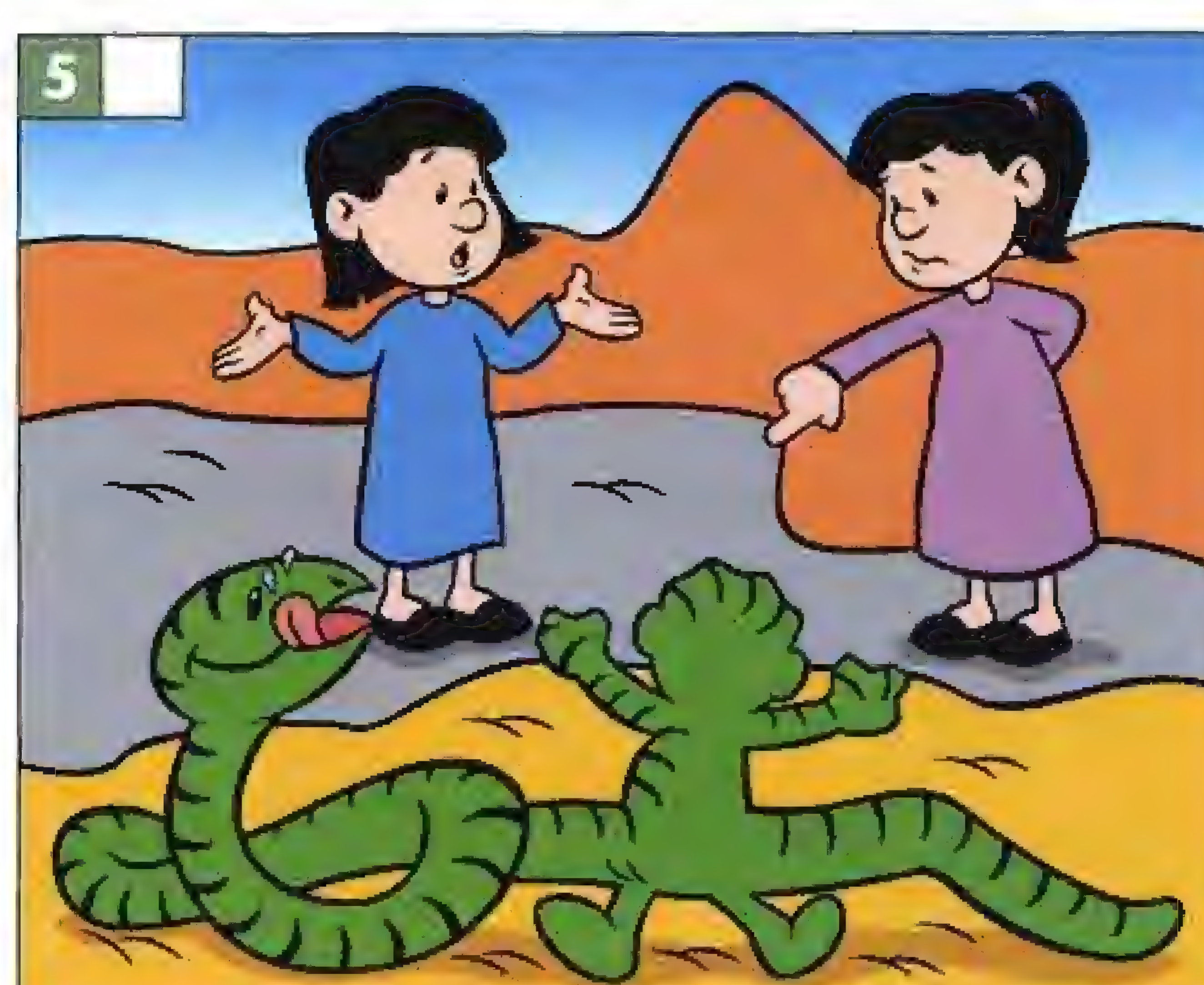
E "We should start thinking about names for them all."











UNIT 4

- Bakkar's adventures
- Shall I help you?
- On the phone
- I've just won first prize
- Quiz time

UNIT 4
Lesson 1
AB 80–82

Bakkar's adventures

- Read the article quickly and answer the questions on Activity Book page 80 (Exercise A).





HAVE YOU HEARD OF BAKKAR?

Bakkar is a young country boy in Upper Egypt. His father is dead and he lives with his mother. He loves art and drawing, and he cares for animals. He is not a hero but he is a very kind and sociable child.

You might have watched *Bakkar* cartoons during Ramadan. In Egypt, 40 million Egyptians turn on their TVs to watch him every day of Ramadan. The series is also very popular in the United Arab Emirates, Oman and Tunisia. Mona Abou El Naser, who invented and created Bakkar, explains why people of different ages and classes like watching the series during the month of Ramadan. She says it's because people can recognize Bakkar's Muslim values. She also says that he is a nice change from Western cartoon characters, and he speaks Arabic, even if he has got a funny Nubian accent.

The *Bakkar* shows often have serious topics. For example, one episode is about sympathy for less fortunate people. Habiba, a little blind girl, saves her school friends from danger. Another episode about education shows the importance of teaching everyone in society to read and write. In a more recent show, the main topic is environmental problems. Bakkar works with a Red Sea Ranger. They want to rescue endangered animals from a cruel zookeeper. The cartoon shows children that it's a bad idea to go fishing or collect sea animals in protected areas.

Mona Abou El Naser believes that it's important for the Arab World to have its own cartoon characters. She opened Cairo Cartoon Studios in 1990, and she has been making Egyptian cartoons for TV since then. She started with *Kani wi Mani*, then made *Sinbad* and finally *Bakkar*.

Perhaps the Bakkar character is so successful because it is the most similar to Mona Abou El Naser herself. Bakkar loves art and Mona loves art. "Art is in my family," she says. Mona's older sister was a painter and her uncle was an art teacher. She herself always loved drawing funny characters in bright colours in her notebooks at school.

Is there someone in your class who is good at drawing? Perhaps you have a future Mona Abou El Naser in your class.

- Check you know the meanings of the red adjectives.
- Now do Exercises B to D in the Activity Book.

Lesson 2 ↳ AB 82/83

Shall I help you?

- **Read and complete the captions with one word in each space.**



- 57 Listen and check your answers. Then practise the dialogue.

- Do Exercises A–E in the Activity Book.

UNIT
4
Lesson 4
AB 86

On the phone

- 🎧 58 Listen and match the phone calls to the pictures. Write the number of each phone call in the correct box. There are two extra pictures.



- Now do Exercises A, B and C in the Activity Book.

- Work in pairs. Create and role-play conversations from these situations. Take turns being Student A and Student B.

Student A: You want to buy the laptop computer in Picture C. Student B is selling it. Find out the make, price and age of the computer, and arrange a time to go and see it. *Student B:* You want to sell the laptop computer in Picture C. Answer the questions and suggest a time for Student A to visit.	*Student A:* You have lost the sports bag in Picture E. Phone the sports club to see if you have left it there, and arrange a time to collect it. *Student B:* You are the receptionist at a sports club. Answer Student A's questions.

I've just won first prize

- 62 Listen and read. Then practise the dialogue.

Jassim: You look **angry**.

Khalil: I am **angry**.

Jassim: Really? Why is that?

Khalil: Some careless person has just crashed into my car.

Jassim: That's so annoying!



- Work in pairs. Make new dialogues, replacing the highlighted items with the words and phrases below.

A sad
My grandfather has just died.
I'm so sorry. He was such a wonderful man.

B worried
My exam's tomorrow and I haven't revised for it.
You'll be OK. I know you will.

C bored
I've been sitting at home all day surfing the net.
That's so bad for your eyes.

D tired
I've been working in my uncle's shop all day.
He must have been really grateful.

E happy
I've just won first prize in a painting competition.
Fantastic! You've always been so artistic.

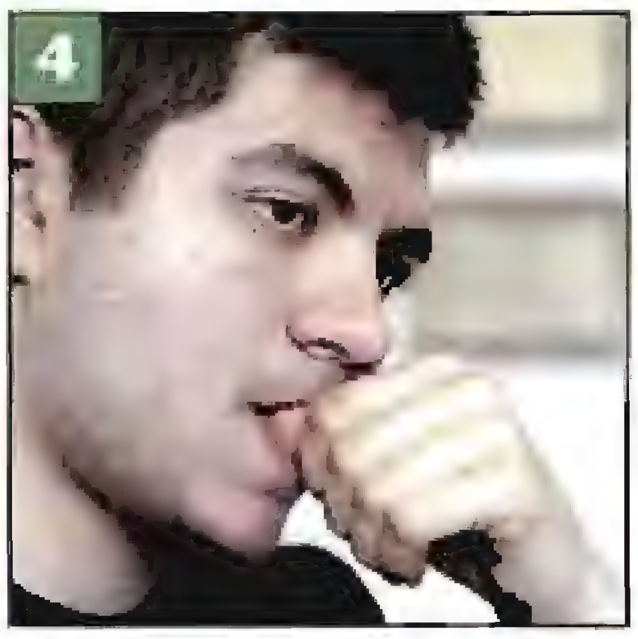
F hot
I've been playing tennis all morning.
You're such a sporty person. I feel a bit jealous!

- Work in pairs. Make similar dialogues for the pictures below.

1

2

3

4


- Now do Exercises A and B in the Activity Book.

UNIT 4
Lesson 6
AB 89

Quiz time

Are you organized?



Find out with this quiz. Choose one answer each time. Then check your score.

1 What have you got in your bag?

a) My keys, mobile, wallet and sunglasses.

b) An old cinema ticket, half a bar of chocolate, a CD and a photo of my best friend.

c) Bag? Oh no! Where is my bag? I think I've lost it again.

2 How long do you take to get ready for school?

a) Almost two hours. I do some exercises first, take a shower, dry my hair, then I tidy my room.

b) Half an hour. That's because I haven't done yesterday's homework.

c) Five minutes, probably. I'm not quite sure because I've lost my watch.

3 What's your idea of a good breakfast?

a) I sit down for cheese, bread and vegetables.

b) I stand by the fridge door drinking juice out of the bottle.

c) I have some chewing gum at school during the first lesson.



4 Have you ever been late for school?

a) No, never. I usually get there twenty minutes early.

b) Not very often. I'm only late if I wake up late.

c) I don't know. Does school start at the same time every day?

5 What do you usually do about an Eid present for your mother?

a) I always choose her the perfect present and card at least two weeks before the big day.

b) I suddenly remember to buy her something the night before Eid.

c) A week after Eid, I usually find last year's present for her under my bed.

6 Have you ever lost anything important?
a) Yes, I once lost a pencil.
b) Yes, I lost my favourite sunglasses last year.
c) Not really. Only my passport and two mobile phones.



7 When did you last tidy your room?
a) This morning, of course. I do it every day before school.
b) Last week. I tidied it because I couldn't find my favourite CD.
c) Last month. I had to tidy it because I couldn't see the bed.



8 How do you remember important dates and phone numbers?
a) I write them in my diary and on a computer. It's safer to use both.
b) I write them on a piece of paper which I keep in one of my pockets.
c) I write them on the back of my hand like this ... Oh no! I must have washed them this morning.

9 What were you doing at 10 o'clock last night?
a) I was turning off the light. I always go to bed early on school days.
b) I was watching TV and sending a text to my friend.
c) 10 o'clock? I'm not sure, but I think I was looking for my mobile.

10 What do you do if you are late for a meeting?
a) Late? I've never been late for anything.
b) I try to phone if I can.
c) What's wrong with being a bit late?



SCORE

For a) answers, you get 3 points.
For b) answers, you get 2 points.
For c) answers, you get 1 point.



WHAT DOES IT MEAN

24–30: Congratulations! Mabrouk! You are a very organized person and you don't forget anything. But you aren't in the army. Relax. Have some fun.

17–23: Not bad, but you could do better. If you get up half an hour earlier every day, you'll become more organized.

10–16: You are so badly organized that your life is impossible. You are always late and you can't find anything. Go and buy a clock, a watch and a diary NOW. And be sure to use them every day.

- Now do Exercises A and B in the Activity Book.

Revision, Test 1 and Test 2 ↳ AB 90–99

UNIT 5

- My kind of food
- Healthy habits
- She has to wear a uniform
- You'd better wash it first
- If you were in trouble ...
- If I were you, I wouldn't worry
- I wish I could fly
- If only I'd listened
- Round up
- How brave are you?

UNIT
5
Lesson 1
AB 100/101

My kind of food

- Look at the pictures. How many items of food and drink can you name?






- Now do Exercises A to C in the Activity Book.

- 65 What do these people think of fast food? Listen and write the correct letter next to each person's name.

1 Latifa ☐
2 Adam ☐
3 Hanaa ☐
4 Nasseem ☐
5 Ross ☐

A boring
B cheap
C delicious
D quick
E spicy
F unhealthy
G fresh

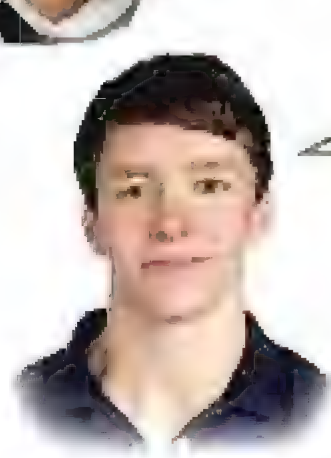
- 66 Listen and repeat these exchanges.


I really like chicken, especially stewed chicken with lemon and carrots.


That sounds delicious.


Do you like fish? I love it when it's really fresh.


I don't like fish because of all the little bones.


I prefer meat to fish.


Have you ever tried Indian food? It's really hot and spicy.

- Now work in groups. Talk about your favourite food and how you like it cooked. Say which food you don't like.

Healthy habits

- **Read and choose the correct words to complete the conversation.**

boiled	chips	~~energy~~	food	glasses	grilled	lemonade	vegetables	wrong

Layla: You don't have much __energy__ at the moment, do you, Rashid?

Rashid: You're right, Layla. I never feel very energetic.

Layla: I think perhaps you're eating the ① ________ kind of food.

Rashid: Really?

Layla: Yes. Your coach and I have decided to give you a special diet. I've written a list of ② ________ that you can and can't eat. Have a look at it.

Rashid: This is ridiculous, Layla. I can't eat burgers. I mustn't eat ③ ________. I must avoid fried food.

Layla: But there are lots of things you can eat. You can have ④ ________ chicken, for example, with ⑤ ________ potatoes and green ⑥ ________.

Rashid: Can I drink ⑦ ________?

Layla: No, you can't. You must drink lots of water. In fact, you should drink eight ⑧ ________ of water a day. And another thing, Rashid, you shouldn't go to bed late.

Rashid: How many hours' sleep should I get?

Layla: At least eight hours a night.



- 🎧 67 **Listen and check your answers.**

- **Complete the rules by crossing out the wrong words.**

Modals: *can/can't, must/mustn't, should/shouldn't*

Grammar and Functions Reference p.109

- ***Can't* and *mustn't* mean someone is not allowed to do something.**

  After a modal verb, we use the infinitive with / without *to*.

  We add / do not add an *s* to the third person singular of modal verbs.

  Must/mustn't is stronger / weaker than *should/shouldn't*.

UNIT
5
Lesson 3
AB 105–107

She has to wear a uniform

- **Match two sentences to each picture.**

1 weightlifter



2 basketball player



3 hairdresser



4 flight attendant



A She has to be good with her hands.

B She has to wear a uniform.

C They don't have to wear suits and ties.

D She doesn't have to sit at a desk and use a computer.

E He has to be very fit and healthy.

F She doesn't have to pay for plane tickets.

G They have to eat a lot.

H He has to have a healthy diet.

- **Who said what? Match the people above to their words below.**

1 ☐ I have to fly to Dubai twice tomorrow.
2 ☐ We had to eat fourteen eggs for breakfast this morning.
3 ☐ Do I have to play in the match next Saturday?
4 ☐ I didn't have to go to work yesterday. The salon was closed.

- **Study the language box. Think of more examples.**

Expressing necessity: *have to* + infinitive Grammar and Functions Reference p.109

- **We use *have to* to say that something is necessary now or in the future.**
What time do you have to be at work every day?
I have to get up early tomorrow. My plane leaves at six in the morning.
We don't have to hurry. There's plenty of time.
Did you have to wear a uniform at your primary school? No, I didn't.

- Now do Exercises A to D in the Activity Book.

You'd better wash it first

UNIT
5
Lesson 4
AB 108–110

- (68) **Mariam and her brother Khaled are cooking. Listen and read. Then practise the dialogue.**

Mariam: Oh no! I've put too much salt in the stew. What shall I do?

Khaled: You'd better add a tin of tomatoes. That'll make it less salty.

Mariam: And perhaps I'd better add some potatoes too.

Khaled: Good idea.

Mariam: Shall I add some yoghurt as well?

Khaled: You'd better not. It'll make the stew go very white.



- **Match the problems with the responses.**

Problems

1 This soup is a bit tasteless. [B]
2 The rice is cold. [ ]
3 Shall I put some more sugar in the fruit salad? [ ]
4 I'm afraid the coffee is boiling hot. [ ]
5 I'm starving. Can I make a sandwich? [ ]
6 Shall I boil the spinach? [ ]

Responses

A I think you'd better not. It's already too sweet.

B You'd better add some parsley and lemon juice.

C You'd better leave it to cool down for a few minutes.

D I'd better heat it in the microwave.

E You'd better not. Supper will be ready in five minutes.

F You'd better wash it first. It might be dirty.

- (69) **Listen and repeat. Then work in pairs and practise the exchanges above. Student 1 has to add an extra sentence each time. Take turns being Student 1.**



This soup is a bit tasteless.

You'd better add some parsley and lemon juice.

That's a good idea. Why didn't I think of that?

OK. And perhaps I'd better add some garlic too.



- Now do Exercises A and B in the Activity Book.

UNIT
5
Lesson 5
AB 110/111

If you were in trouble ...

- **Read the magazine article and complete the interviewer's questions with these phrases:**

1 any place in the world
2 ~~£1,000 in a competition~~
3 famous person
4 in an emergency
5 in your looks
6 Prime Minister of your country
7 some kind of serious trouble

- **Read the examples and complete the rule.**

Second conditional Grammar and Functions Reference p.109–110

- **We use the second conditional to talk about unreal and imagined situations.**

I could send e-mails to all my friends if I had a computer.

What would you do if you found 3 million Iraqi dinars in the street?

If I didn't have a camera, I wouldn't remember all the places I've been to.

If clause *main clause*
If + ______________ tense, ____________ / *could* + infinitive.

- **Write down five things which would make your life easier or better. Take turns telling the class why.**



If I had a computer, I could use the Internet at home.



If I had a tent, I'd go camping in the holidays.



If we had air-conditioning, the house wouldn't get so hot in summer.

- **Now do Exercises A and B in the Activity Book.**

If ...

We asked two teenagers about their ambitions, their dreams and their fears. Here are their answers.



If you won £1,000 in a competition, what would you buy?

Camilla: I'd spend half the money on driving lessons and the rest on a mobile phone and a digital camera.

Aziz: I'd buy a mountain bike and an electric guitar.





Which ______________ would you like to meet if you could choose anyone in the world?

Camilla: I'd choose J.K. Rowling, the writer of the Harry Potter books. Her books are brilliant and they've made children all over the world happy. She's now the richest woman in Britain and she got rich all by herself.

Aziz: I'd like to meet the French football player, Zinedine Zidane. I'm crazy about football and he's amazing.

If you could visit ______________, where would you go?

Camilla: I'd like to go to Petra in Jordan. I've seen photos of all the pink stone buildings, but it's my dream to go there. Apparently tourists visiting Petra can even spend a few nights in Bedouin tents. I think it would be so romantic and exciting.

Aziz: I'd like to go to Kenya. I'd love to go on safari and see elephants, lions, giraffes and all those beautiful animals in the wild. It wouldn't be the same as seeing them in zoos. It would be really interesting. That's my dream.

What changes would you make if you were the ______________?

Camilla: I'd open more nursery schools. Lots of women who want to work can't because they have to look after young children all the time.

Aziz: I'd improve sports facilities in primary and secondary schools. If children started tennis, swimming and athletics at a younger age, we'd have more champions in this country.

What would you change ______________ if you could change one thing?

Camilla: I wouldn't change anything. I'm perfect already! Only joking! Of course I'd like to change my looks. For one thing, I'd like to have bigger eyes!

Aziz: I'd like to be stronger. I think I'm a bit thin.

If you were in ______________, who would you ask for help?

Camilla: I'd go to my grandmother. She always has good advice.

Aziz: I'd ask my great uncle Salem for help. I trust him completely.

If you had to leave home ______________, which two things would you take with you?

Camilla: I'd take a bottle of water and my MP3 player. Then I'd be able to relax and listen to music when things were bad.

Aziz: I'd take a photo of my family and my camera. I'm always happy when I'm taking photos.





UNIT 5
Lesson 7
AB 114/115

If I were you, I wouldn't worry

- 71 **Listen and read. Then practise the dialogue.**



Layla: I get spots quite often. What do you think I should do?

Suha: If I were you, I'd wash my face three times a day.

Layla: OK. I'll try that.

Suha: And you should stop eating sugar and sweets.

Layla: I'm not sure about that. I tried it, but it didn't work.

- **Match the problems to the advice. Then check your answers with a partner.**

Problems

1 You want to lose weight. [G]
2 You aren't sleeping well. [ ]
3 You want to put on weight. [ ]
4 You can't wake up in the mornings. [ ]
5 You want to get better marks in Maths. [ ]
6 You have a bad cold. [ ]
7 You have a sore knee. [ ]
8 You want to get fitter. [ ]

Advice

A Avoid coffee at bedtime./ Read a boring book in bed.
B Eat more meat and fish./ Do weightlifting at the gym.
C Get extra lessons from the Maths teacher./Do extra homework.
D Go for a run every day./ Join a gym.
E Go to bed earlier./ Buy an alarm clock.
F Spend the day in bed./ Drink hot lemon and honey.
G Stop eating bread and cakes./ Take more exercise.
H Stop riding your bike for a week./ Put ice on it.

- **Work in pairs. Make dialogues like the one above for each problem.**

- **Read the language box. Then do Exercises A to C in the Activity Book.**

Asking for and giving advice or opinions Grammar and Functions Reference p.110

What do you think I should do about my spots? How can I get rid of them?

If I were you, I wouldn't worry.

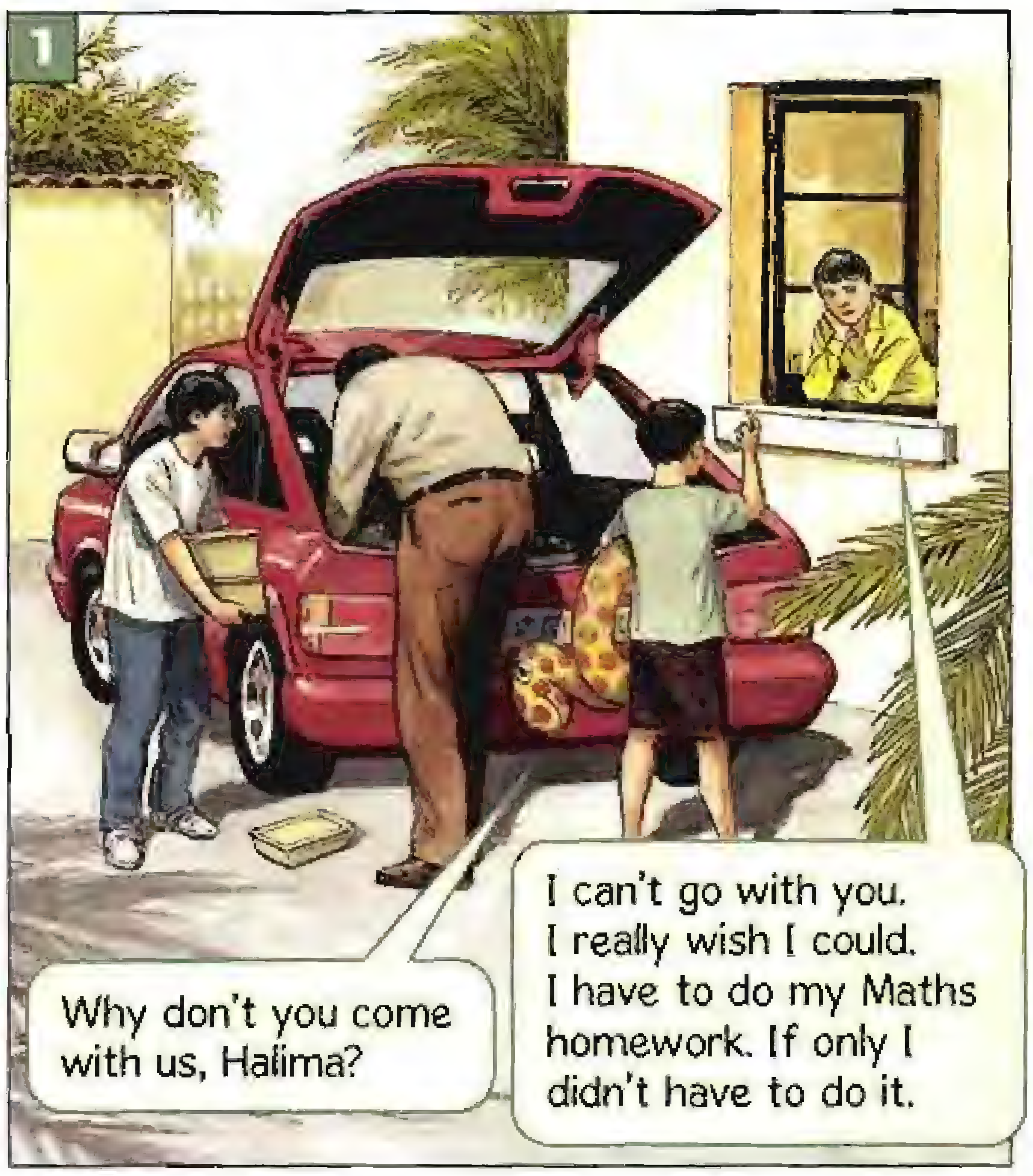
Why don't you go to the doctor?

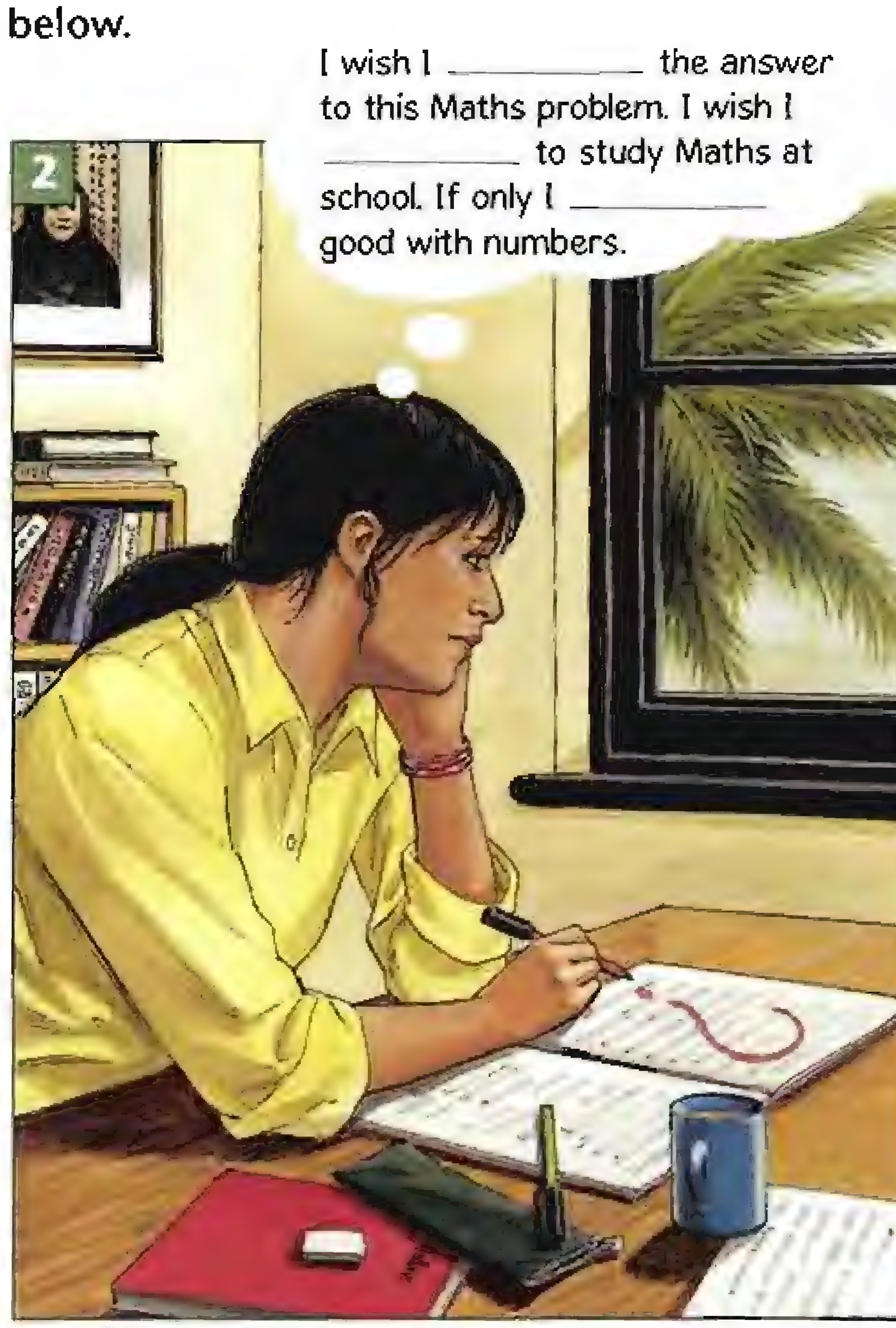
You should wash your hair every day. And you shouldn't eat chocolate or sweets.

I wish I could fly

- Complete what Halima says with the words below. (72) Then listen and check your answers.

was knew didn't have





- Imagine you are the people in these pictures. For each picture, make as many sentences as you can using *I wish* or *If only*.



a I wish I could go to France for my holidays.

b I wish I spoke perfect French.

c I wish I didn't have to stay in England this summer.

d If only I lived in Paris.

e If only I didn't live in London.



- Now do Exercises A to D in the Activity Book.

If only I'd listened

- **Read the article and choose the best answers.**

1 Dana didn't take her brother to the beach because ...
   a) he had told her a lie.
   b) he had to go for a bike ride.
   c) she wanted to get away from her family for the day.

2 Dana thinks the accident was ...
   a) her brother's fault.
   b) her fault.
   c) Layla's fault.

DANA'S STORY

Dana El Nasser tells Teen Magazine about the worst day of her life and her biggest regret.



Last month, my friend Layla El Fayed invited me to go to the park for a picnic with her family. I was really looking forward to it. I always have fun when I'm with Layla and it's always nice to get away from my own family for a change. Unfortunately, my little brother Faisal heard about the picnic and said he wanted to come too. He's only nine and he's a bit silly sometimes. For example, he likes pulling Layla's long hair and he usually tries to make Layla and me play football with him. It can be quite annoying for us when we just want to chat and listen to music. So, when he asked me to take him on the picnic with Layla, of course I said no and then I didn't think about it again.

On the day of the picnic, I got up early and got my things ready. I had made two big cakes to take with me and I'd bought fruit and some bottles of lemonade. Layla and her family had agreed to pick me up at my house at ten o'clock. At half past nine, Faisal came into the sitting room with his sports bag. 'I'm ready to go,' he said. 'When's Layla going to be here?' I was so angry I didn't answer him and he went to look for mum. A few minutes later, my mother came into the sitting room with him. 'Why can't Faisal go with

you?' she asked. 'He'll be good this time.' I said, 'Sorry, mum, I can't take him. Layla and her family don't have room in the car.' I didn't know if this was true, but it stopped Faisal and my mother arguing with me. At ten o'clock, I heard the El Fayed's car and ran outside to meet them. My mother and Faisal never saw that the El Fayeds were taking two cars to the park and there was plenty of space in both of them that day.

It was fun at the park to start with. Everyone loved my cakes. Layla and I talked for ages about our plans for the future. We played on the swings and ran about, and we played cards. The weather was perfect – not too hot and with a nice breeze. Suddenly, at two o'clock, everything changed. I got a phone call on my mobile. It was my mother. She told me that Faisal was in hospital. After I'd left the house, he had gone out on his bike without telling her. A car had hit him. He was unconscious and he had a broken wrist. My mother was crying.

The El Fayeds drove me straight to the hospital. My parents were there already. Faisal was still unconscious and he looked very white. There was some blood on his forehead and a big cut on his cheek. The doctor told me that my brother was going to be OK, but I felt terrible. My first words to my mum were, 'I wish I'd taken him to the park. I wish I hadn't been so selfish. If only I had listened to you, Mum.'

Faisal was unconscious for three days. We were all sick with worry for those three days, but in the end everything was OK. On the fourth day, he woke up and asked for ice-cream, sweets and lemonade. Everyone laughed and the doctors said he could come home. Layla came to see him a few days later at home. Although his broken wrist was in a plaster cast he still managed to pull her hair!

- Complete the rule and the examples with these words: *been, taken, listened, past.*

Regrets Grammar and Functions Reference p.110

To express regret, use *I wish* or *If only* + the ____________ perfect tense.

I wish I had ____________ to my mother.

I wish I hadn't ____________ so selfish.

If only I had ____________ my brother with me.

- Now do Exercises A to C in the Activity Book.

- Retell the story in your own words. Take turns saying one sentence each.

Lesson 10 and Revision 1 ✎ AB 119–124

UNIT 5 Revision 2 AB 124/125

Round up

Here are some of the things you practised in Unit 5. Discuss each item with a partner. Take it in turns to give another example.



- Talking about food:
  - It's delicious.
  - It's a bit tasteless.
  - It's too sweet.
- Giving advice:
  - You should clean your teeth three times a day.
  - You shouldn't drink coffee at night.
  - If I were you, I'd stop smoking.
  - You'd better not go swimming straight after lunch.
- Talking about obligation and necessity:
  - You must avoid sweets and chocolate.
  - I have to avoid oily food.
  - I don't have to finish my essay today. I can do it tomorrow.
- Talking about prohibition:
  - You can't park there.
  - You mustn't use your mobile in the hospital.
- Expressing wishes for the present and future:
  - I wish I had a car.
  - If only you didn't live so far away.
  - I wish you would come and visit.
- Expressing regrets:
  - I wish I had brought my camera with me.
  - If only I hadn't left it at home.
- Talking about imagined situations, using the second conditional:
  - I'd tell you if I knew the answer.
  - If we didn't have fridges, our food would go bad very quickly.

Test 1, Test 2 and Further Practice 1 ↪ AB 126–134

UNIT
5
Further Prac 2
AB 135

How brave are you?

- Complete the quiz questions.

Are you a lion or a mouse?

How brave are you? Find out with this quiz!



What would you do if ...

1 a man with a gun _asked_ (*ask*) for your money?
a) Give him the money. ☐
b) Scream. ☐
c) Kick him and run away. ☐

2 a shark ______ (*swim*) up to you in the sea?
a) Faint. ☐
b) Say your prayers and get ready to die. ☐
c) Say your prayers and swim away fast. ☐

3 you were camping and a snake ______ (*come*) into your tent?
a) Scream, then phone your mother. ☐
b) Ask the snake to leave. ☐
c) Take a photo of the snake, then carefully chase it out of the tent. ☐

4 you ______ (*hear*) strange voices in your garden at night?
a) Hide under the bed. ☐
b) Call the police. ☐
c) Go outside and check the garden. ☐

5 you ______ (*find*) a big scorpion in your shoe?
a) Call the police and the zoo. ☐
b) Throw the shoe away. ☐
c) Take the shoe outside and get rid of the scorpion. ☐

6 you ______ (*not have*) enough money to pay the bill at a restaurant?
a) Hide in the toilet. ☐
b) Give them your watch as payment. ☐
c) Invite the waiter to dinner at your house. ☐

7 you ______ (*cut*) your finger badly when you were cooking?
a) Faint. ☐
b) Call an ambulance. ☐
c) Put a plaster on it. ☐

- In pairs, take turns asking and answering the questions.

What would you do if a man with a gun asked for your money?

I'd scream.

- Now do Exercises A to C in the Activity Book.

UNIT 6

- What's on?
- The language of newspapers
- You said you were happy
- Different opinions
- A famous Iraqi artist
- Headlines
- At the museum
- Round up
- Only joking!
- The doctor advised me to stay in bed

UNIT 6

Lesson 1
AB 136

What's on?

- **Match six of these types of programme to the TV screens.**

1 Cartoon
2 Chat show
3 Education
4 Film/movie
5 Music
6 News
7 Soap opera
8 Sport
9 Lifestyle
10 Weather forecast

A


B


C


D


E


F


- **What do you know about each type of programme? Talk about them in groups.**

On a chat show, a presenter interviews famous people. They usually sit on a sofa.





A soap opera is a drama on TV about the everyday lives of people. It may be on several times a week.

A lifestyle programme is about cooking, gardening, decorating your house, or holidays.



- **Now do Exercises A and B in the Activity Book.**

The language of newspapers

UNIT 6
Lesson 2
AB 137/138

- What's happening in the picture? Have you ever seen anything like this?
- Read the article and choose the best headline.

POLICE CLOSE QUEEN STREET

FIRE DESTROYS OFFICE BUILDING

OFFICE FIRE – FIRE BRIGADE TOO SLOW

EXPLOSION DESTROYS OFFICE BUILDING

Manchester, Tuesday
Reporter: *Dan Williams*



The fire started on the ground floor of number 218 Queen Street at 10.10 a.m. and reached the fourth floor within minutes. The police and fire brigade arrived at 10.19 and they immediately began to evacuate everyone from number 218 and the buildings on either side.

Three minutes later, there was a loud explosion. The police instructed the crowd in the street to move away from the building. They placed police vehicles at the end of Queen Street and they prevented members of the public from entering the street.

The fire was brought under control around 11 o'clock, but the interior of the building had been completely destroyed by then. Ambulances took five people to hospital, but their condition was not serious.

- Read the language box. Then do Exercises A to D in the Activity Book.

Formal and informal language

- Written English, for example in a newspaper, is usually *formal*. Spoken English is usually *informal*.
- There are differences in vocabulary and in grammar.

Children in many parts of the world are starving.
Kids in many parts of the world are starving.
It does not rain much in Iraq.
It doesn't rain much in Iraq.

UNIT 6

Lesson 3
AB 139

You said you were happy

- **Read a conversation from a chat show. Underline the reported speech in the conversation.**

Alan: Welcome to the show. I'm Alan Jones and my first guest is William Lee. I interviewed him on this show last year. He was only 21 and he'd just had a novel published. William said he was very happy. Yesterday, that novel won this year's First Book Award. Let's find out how he feels now. William, welcome back and congratulations!

William: Thank you, Alan.

Alan: William, last year you said you were very happy that *Memories* had been published. How do you feel today?

William: Well, er, I can't really believe it! I'm stunned.

Alan: You told me last year that you didn't even expect *Memories* to be a great success.

William: That's true, I didn't. I was just pleased to see it in print.

Alan: I seem to remember you said that your next book would be better.

William: And that was true. I certainly didn't expect my first book to win a prize.

Alan: And what have you been doing since then?

William: After your show, I had a short holiday. Then I started writing again. I've nearly finished another novel.

Alan: But last year you said that writing was a very lonely occupation. You told me that you weren't sure that you'd continue.

William: Did I say that? Well, it's true. There have been a few times when I thought I should give up and find a more normal job.

Alan: But you didn't.

William: No. When I felt like that, I went to the gym and worked out really hard for an hour or two. After that, I found I could settle down again.

Alan: So now you're a famous author. Well done!

- **Study the language box. Then do Exercises A and B in the Activity Book.**

Reported speech: tense and pronoun changes

Grammar and Functions Reference p.110

- ***have*** ⇒ ***had***
  I have a cold. ⇒ She said she had a cold.
- ***have to/must*** ⇒ ***had to***
  You must leave early. ⇒ He told us we had to leave early.
- ***is going to*** ⇒ ***was going to***
  I'm going to cry. ⇒ He said he was going to cry.
- ***will*** ⇒ ***would***
  We'll give you a lift. ⇒ They said they would give me a lift.

Lesson 4 ✎ AB 140–142

Different opinions

- Read the poster. We use 'key words' to describe different types of film. Choose three words from the box to describe *The Spanish Captain*.

adventure	cartoon	comedy	historical	horror	police
psychological	romantic	science fiction	thriller		



- 🎧 80 Listen to a trailer for *The Spanish Captain* and make notes. What information is in the poster but not in the trailer? Now do Exercise A in the Activity Book.

- Read this review of the film. Does the reviewer agree with the trailer?

FILM REVIEW

The Spanish Captain directed by Pedro Garcia ★★☆☆☆

I was very disappointed in this film. They said it was a beautiful story, but in fact it is a rather ridiculous story. As his new wife Mary is English, Captain Santos is worried about going to war against the English. However, he is an officer. The king tells him to go, so he goes. Then Mary is forgotten and we move on to ships, storms and fighting. The first ten minutes of the film are romantic. From then on, it is a war film.

The special effects are extremely good. The storm at sea is totally realistic. I have no idea how they did it. There seemed to be about 200 ships in the sea battles. It is very clever, but these scenes are too long. After 40 minutes, I was bored.

I used to think Jo McGregor was a great actor. Now I am not so sure. He looks good, as always, but it is difficult to believe that he is a Spanish sea captain. Emma Knightly is not bad, but we only see her for five minutes. There was one thing which I did love about the film – David Williams's music is wonderful. I have already bought the CD.

Teenage boys might enjoy this film, but it is not for me.

By SARAH OSBORNE

- Now do Exercises B and C in the Activity Book.

A famous Iraqi artist

WIDAD AL ORFALI

This month, Eman Ahmed interviews Widad Al Orfali, the award-winning Iraqi painter.



Where and when were you born?
I was born in Baghdad in 1929.

Where did you study?
I studied Social Studies and Arts in Beirut University for Women in 1951. Then, I studied painting at Queen Alia College in Amman. Khalid Al Jadir was my great teacher.

Do you prefer painting or other arts?
Oh, definitely painting. I love colour.

How much time do you spend working?
Well, I work for more than twelve hours each day, although there are also other things to work on.

Have you kept the same style in painting?
In 1973, I visited Al Andalus in Spain and there I started thinking of changing my style from realism to expressionism.

Did you learn any other arts?
Yes, music. I'm talented at music and I learnt how to play the piano when I was only six. At the age of 13 or 14 I could play perfectly.

Have you had any exhibitions?
I have had many solo exhibitions and taken part in many group exhibitions, in Baghdad, Amman, Bonn, New York and London.

Why have you stopped painting?
For some health reasons I have stopped painting. However, I have gone back to music.

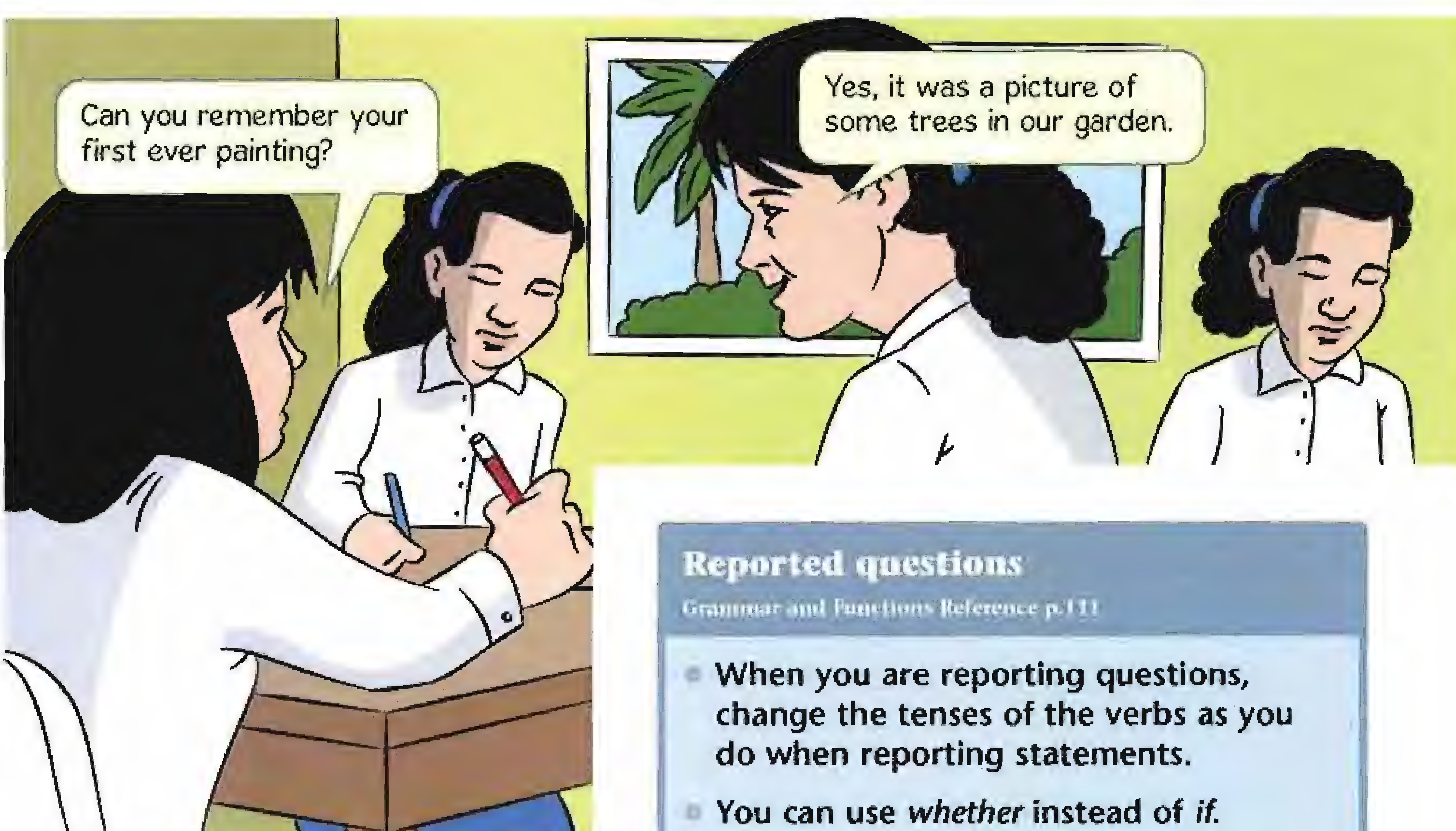
What are you going to do next?
I'm writing my diary, which will focus on the 1960s and 1970s in Iraq.

Have you received any prizes?
Yes, I have won many prizes from the Iraqi Ministry of Information, the Artists Union and the Artists Society in Iraq. I have also won the Gold Necklace in Jordan and many other prizes.

- **Read the interview. Are these sentences True or False?**

1. Eman asked Widad where she sold her paintings. ☐
2. She asked her which colours she liked best. ☐
3. She asked her if the prizes were important to her. ☐
4. She asked her how much time she spent working. ☐
5. She asked her whether she had taught anyone to paint. ☐
6. She asked her where she studied. ☐
7. She asked her what her favourite subject was. ☐
8. She asked her where she lived. ☐
9. She asked her whether she preferred painting or other arts. ☐
10. She asked her how much money she had made from her paintings. ☐
11. She asked her why she had stopped painting. ☐
12. She asked her what she was going to do next. ☐

- **Imagine you are doing the interview. Think of four more questions to ask Widad. In pairs, ask and answer your new questions.**



Reported questions

Grammar and Functions Reference p.111

- **When you are reporting questions, change the tenses of the verbs as you do when reporting statements.**
- **You can use *whether* instead of *if*.**

  They asked if I was interested in the job.

  They asked whether I was interested in the job.

- **Now do Exercises A and B in the Activity Book.**

Headlines

- **Read the newspaper articles and choose the best headline for each one.**

1 ______

A little South African boy had a very lucky escape yesterday. Sitting by a river near Cape Town, Mrs Betty Paton saw her three-year-old son Max holding a snake and biting it. 'I was terrified,' she said. 'It was a poisonous snake, but Max had almost bitten the head off.' Mrs Paton took Max to hospital, but doctors said that the snake had not bitten him.



2 ______

Some of the world's best golf players have arrived in the Gulf States for a ten-day tour. The aim of the tour is to promote the sport among local young people. The professionals will play a round or two with keen young members of golf clubs and give them tips on how to improve their game. Don't miss this fantastic opportunity!



3 ______

Thousands of fish have died in the River Thames, near London, after a traffic accident on a bridge. A petrol tanker carrying 10,000 litres of petrol hit another lorry as they were crossing the narrow bridge in Richmond. A hole was made in the side of the tanker and at least 50% of the petrol poured onto the road and then down into the river. This is the worst case of pollution in the Thames since 1992.



4 ______

A camel has been sold for $150,000 in the United Arab Emirates (UAE). This is not just an ordinary camel, of course! It is top-quality, racing camel – it has already won more than fifty races. Camel racing is very popular in the UAE and high prices are often paid for the best animals. The new owner is a businessman from Dubai, Omar Abdel Hamid. He said, 'Yes, this is an expensive camel. But I'm sure that I'll make a lot of money with it.'



Golf professionals in the Gulf

CAMEL RACING POPULAR IN THE UAE

5,000 litres of petrol in river: Fish die

TOP PRICE FOR TOP CAMEL

PETROL TANKER IN RIVER KILLS FISH

BOY BITES SNAKE

SNAKE BITES BOY

Opportunity for young golf players

Headlines

- Headlines do not have the same grammar rules as sentences.
- Complete the rules.

  1 Headlines __________________ usually contain articles *a* or *the*.

  IRAQI STUDENT WINS SCIENCE PRIZE

  2 Verbs are usually in the __________________ tense.

  FOOTBALL TEAM GETS NEW MANAGER

  3 Many headlines do not have a __________________.

  GREENPEACE ACTIVISTS IN BAGHDAD

- Which of the rules go with each of the headlines on this page?

  Example: SNAKE BITES BOY rule 1, rule 2

- Now do Exercises A and B in the Activity Book.

Lessons 8, 9 and 10 ✎ AB 147–153

UNIT 6
Revision 1
AB 153–155

At the museum









- **Waleed visited the National Museum of Iraq in Baghdad with his teacher and a group from his school. 85 Listen to the museum guide. Tick the things she asked or told them to do.**

1. She asked us to listen carefully. ☐
2. She told us to sit down and listen to her. ☐
3. She told us to leave our bags outside. ☐
4. She told us to stay together. ☐
5. She asked us not to touch the things in the museum. ☐
6. She asked us not to talk loudly. ☐
7. She asked us to sing a song. ☐
8. She told us to fill in our worksheets. ☐
9. She told us not to eat or drink in the museum. ☐
10. She asked us not to take photos with flash. ☐
11. She asked us to walk slowly in the museum. ☐
12. She told us to get our tickets at the ticket office. ☐

Reporting commands and requests

Grammar and Functions Reference p.111

- **Use *tell* to report commands and *ask* to report requests.**

'Get out of the car.'
The policeman told me to get out of the car.

'Could you help with the washing-up?'
My sister asked me to help her with the washing-up.

- **Now do Exercises A to C in the Activity Book.**

Round up

UNIT 6
Revision 2
AB 155

Here are some things you practised in Unit 6. Discuss each item with a partner. Take it in turns to give another example.

- Words for different types of TV programme and different types of film
  - cartoon, chat show, lifestyle, soap opera, weather forecast, news
  - comedy, historical, horror, romantic, science fiction, thriller, psychological
- Words connected with newspapers
  - article, headline, editor, sub-editor, designer
- Features of headlines

BIGGEST BOOK FAIR OF THE YEAR IN BAGHDAD

Famous Celebrities Visit Iraq



- Differences between formal and informal English:
  - Words: *children/kids, enter/go in*
  - Full verb forms: *She has gone./She's gone.*
- Changing tenses and pronouns in reported speech:
  - I know about it. ➡ He said he knew about it.
  - We are having fun. ➡ They said they were having fun.
  - You must leave. ➡ She said we had to leave.
- Using other verbs to introduce reported speech:
  - They suggested starting early.
  - He promised to help with the cleaning.
  - My uncle advised my brother to go to university.
- Changing tenses and word order when reporting questions:
  - Are you all right? ➡ He asked if I was all right.
  - Where did you buy it? ➡ She asked where I had bought it.

Test 1 and Test 2 ✎ AB 156–161

UNIT 6
Further Prac 1
AB 162

Only joking!

- Match the captions to the cartoons.

A Hamid always said he wanted to work in a bank.

B My boss promised to carry it this time.

C They said they had a swimming pool!

D He said I had lost weight.

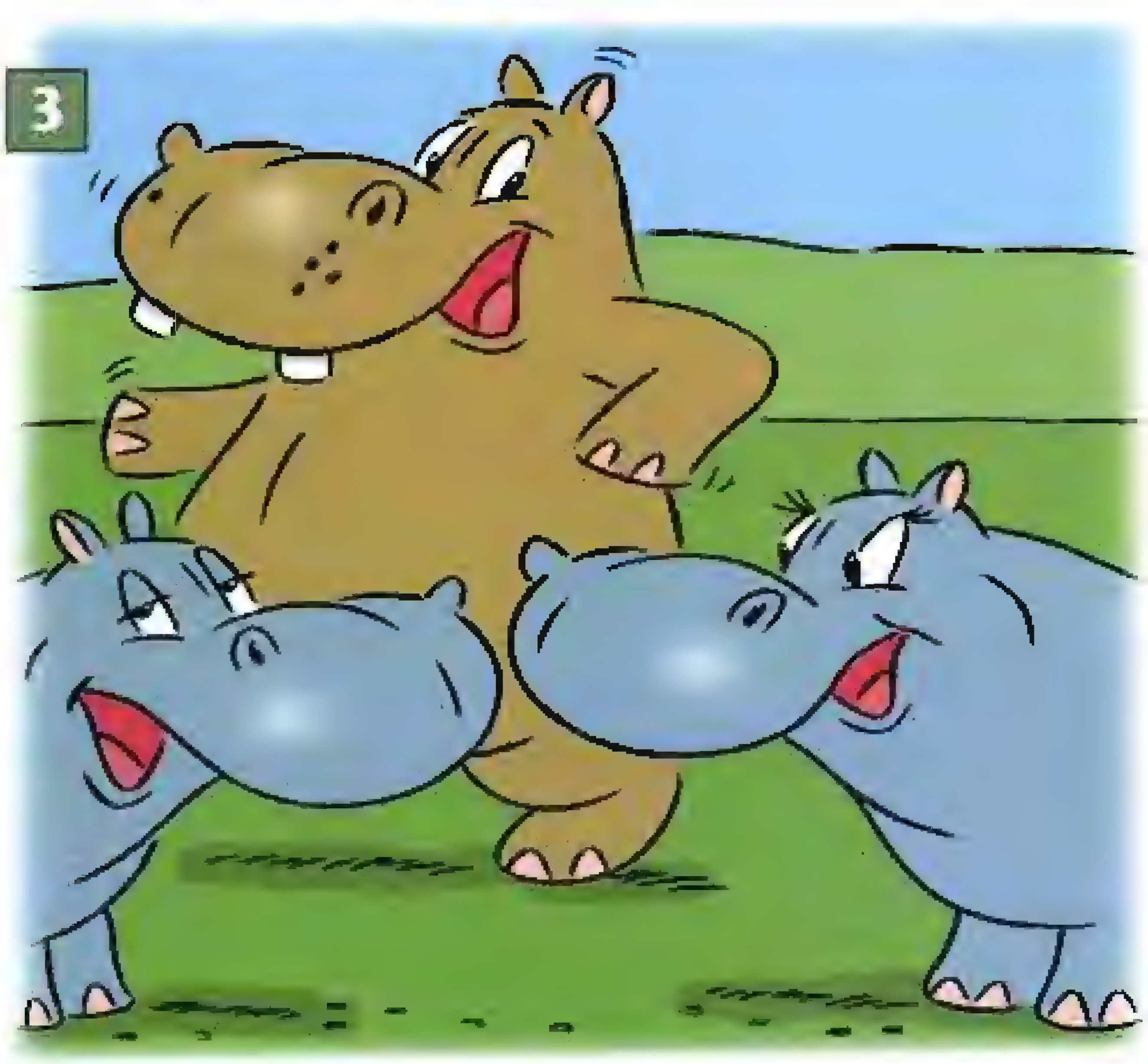
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2



3



4



- Now do Exercise A in the Activity Book.

UNIT
6
Further Prac 2
AB 163–165

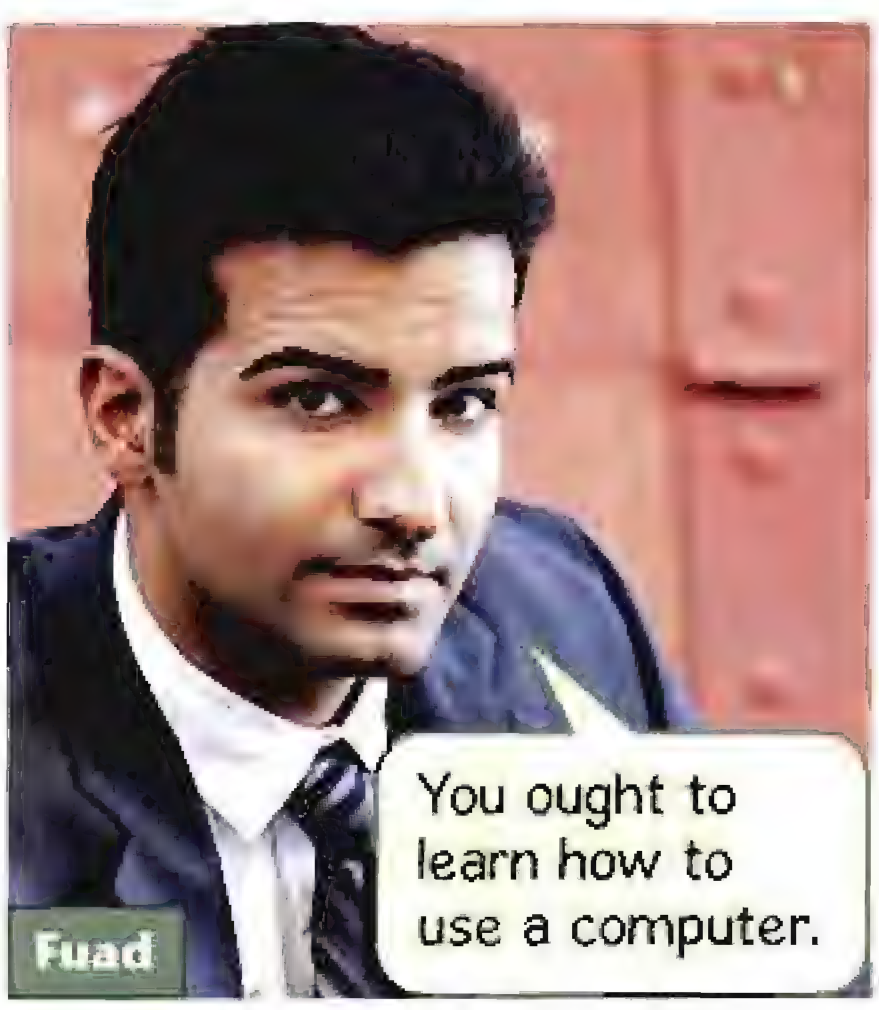
The doctor advised me to stay in bed

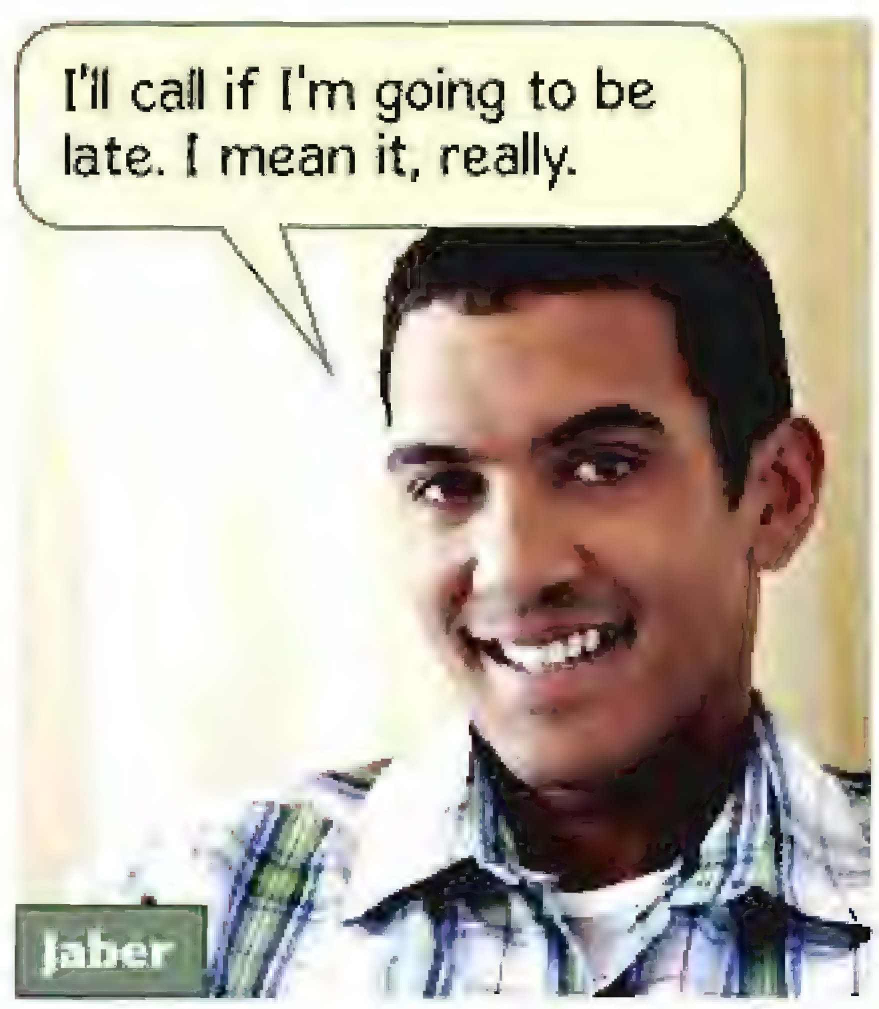
- Read the speech bubbles and answer the questions below.













1 Who advised someone to do something? Fuad
2 Who offered to do something? ______
3 Who promised to do something? ______
4 Who reminded someone to do something? ______
5 Who suggested doing something? ______
6 Who warned someone about something? ______

- Work in groups. Take turns doing these things:

Make a promise.	Make a suggestion.	Make an offer.
Give a warning.	Give a reminder.	Give advice.

- Now do Exercises A to C in the Activity Book.

UNIT 7

- All the rooms are made of ice
- Have you ever had your eyes tested?
- A market where you can buy spices
- Fifteen questions must be answered
- Use blue or black ink
- I'm really sorry
- You poor thing!
- Two magnificent goals
- Round up
- Who was algebra invented by?

UNIT 7
Lesson 1
AB 166/167

All the rooms are made of ice

- **Read the first text in the brochure quickly and find answers to these questions.**
  1. What is the hotel made of?
  2. Why is it rebuilt every year?
  3. In which month is the hotel reopened every year?

ICE TOURS

Come to Sweden's Ice Hotel for a different kind of holiday! All the rooms are made of ice. All the cold drinks are served in glasses made of ice!



The Ice Hotel was opened for the first time in 1989 in the village of Jukkasjarvi, 200 kilometres north of the Arctic Circle. It is built totally from snow and ice. Thousands of tonnes of snow and ice are used to construct it and every year it is rebuilt.



Ice is brought from the River Torne and is stored until the weather is right for building to begin. In November, when there is no sunlight at all, building work is started. The hotel is ready by the middle of December and the doors are opened to guests. The last guests leave in April, the Ice Hotel melts and the water goes back to the River Torne.

HIGHLIGHTS OF YOUR 3-DAY HOLIDAY IN LAPLAND





Day 1

When you arrive, you will be served cold ① drinks in glasses made of ice.
You will be shown to your rooms and given reindeer skins and a ② ________ sleeping bag.

Day 2

You will be taken on a reindeer sled through the cold ③ ________ of Lapland.
You will be shown how to ④ ________ a reindeer with a rope.
Dinner will be served to you in a ⑤ ________ Lapland home.

Day 3

You will be driven on a dog sled to the ⑥ ________.
You will be taught how to ⑦ ________ sled dogs yourselves.
You will be served dinner at the Ice Hotel, in the coolest ⑧ ________ in the world.

- **Complete the sentences on page 84 with the words in the box.**
  87 Then listen and check your answers.

catch	desert	drinks	drive	mountains
restaurant	traditional	warm		

- **Underline all the passive verbs in both texts.**

- **Work in pairs. Role-play a customer and a travel agent talking about the three-day holiday in Lapland.**

  The customer: **Ask these questions:**

  What will happen on Day 1 when we arrive?

  How will we keep warm at night?

  Will we go on a reindeer sled?

  Will we try traditional Lapland food?

  What will we do on Day 3?

  Will we learn how to drive the sled dogs?

  The travel agent: **Reply using the information in the brochure and your imagination. Try to use the future passive when answering.**





- **Complete the rules about forming the passive.**

The passive: present simple, past simple, future

Grammar and Functions Reference p.111

- The passive is formed with the verb ______ and the past participle.
- The present simple passive is formed with *am/is/*____ and the past participle.
- The past simple passive is formed with *was/*____ and the past participle.
- The future passive is formed with ________ and the past participle.

- **Now do Exercise A in the Activity Book.**

Lesson 2 AB 167–169

UNIT 7
Lesson 3
AB 169–171

Have you ever had your eyes tested?

- Complete the advertisements with the words in the box.

appointment	clean	earrings	easier	eyes	once	passport
people	prices	professional	ready	weddings		

Dahab Jewellers

Necklaces, bracelets, rings, ① ________

Every girl in Baghdad has their ears pierced here.

It's quick, ② ________ and painless.

Special low ③ ________ for children.

Are you getting married soon?

Where are you going to have your hair done? I can make your life ④ ________! Call me and you can have your hair cut, washed and styled in your own home. I am a ⑤ ________ hairdresser and I specialize in hairdressing for ⑥ ________.

Jameela - 55519362

THE SNAP SHOP



Do you need to have your ⑦ ________ photo taken? Then you need The Snap Shop!

Your photos will be ⑧ ________ in one hour.

Last year, over a million ⑨ ________ had passport photos taken at The Snap Shop.

AL HAZEM OPTICIANS



Do you wear glasses or contact lenses? When did you last have your ⑩ ________ tested? Did you know you should have them tested at least ⑪ ________ a year? Phone us now for an ⑫ ________.

- 🎧 89 Listen and check your answers. Then do Exercises A to D in the Activity Book.

A market where you can buy spices

- Match the photos to the paragraphs.

The Best of Iraq

1 ☐ Everyone who has been there loves Souq Al-Safafeer. It is full of magnificent souvenir shops that have many ornaments, swords and daggers, which artistically represent the history and ancestry of Iraq.

2 ☐ If you're looking for a market where you can buy traditional things like incense and perfumes, Al-Souq Al-Arabi is the place for you. Anyone who is interested in jewellery or embroidery should visit this exciting place.

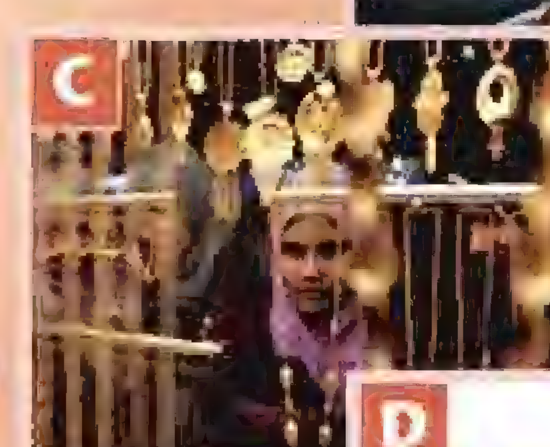
3 ☐ Tourists who want an adventure should go to the marshes in the south of Iraq. The scenes there look their best at dawn or sunset. Make sure you go by canoe with someone who knows the area well.

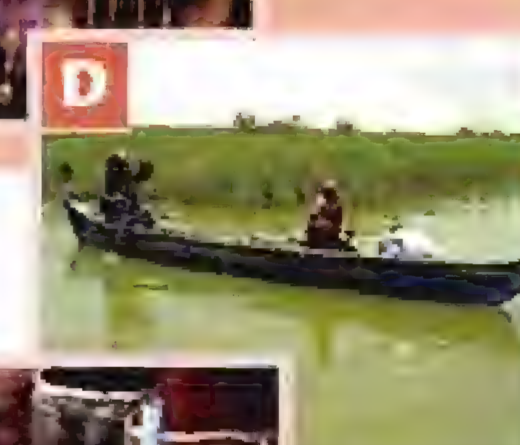
4 ☐ You probably won't want to buy an animal during your visit to Iraq, but it's still worth going to the animal market. The animals which you'll see there include parrots, monkeys and falcons.

5 ☐ For spices, the best place to go is Al-Shourja market. You'll have a wide range of shops to choose from.


A


B


C


D


E

- Find the answers to these questions in one minute.
  1 Where should you go to get attractive souvenirs?
  2 Who should visit Al-Souq Al-Arabi?
  3 Where can visitors go for spices?
  4 Which animals are sold at the animal market?
  5 Who should go to the marshes in the south of Iraq?

Relative clauses with *who, which, that, where*

Grammar and Functions Reference p.112

- The red part of the sentence is a relative clause; *who* is a relative pronoun.
  Make sure you go by jeep with a driver or tour guide who knows the area well.
- Find relative clauses beginning with *who, which, that* and *where* in the texts. Then complete the rule with these words: *places, people, things*.
- In relative clauses, we use *who* to refer to ______ , *which* or *that* to refer to ______ and animals, and *where* to refer to ______.

- Now do Exercises A to D in the Activity Book.

UNIT 7
Lesson 5/6
AB 174–175

Fifteen questions must be answered

- **Read the article. Find these words. If you can't work out the meanings, look them up in a dictionary and record them in your notebook.**

suspense unbearable contestant audience exported round
successful increasingly guaranteed lifeline winnings
time limit version anxiety indecision educational

WHO WANTS TO BE A MILLIONAIRE?



'Is that your final answer?' Chris Tarrant asks in English.

'Jawaab nihaa'ee?' asks George Kurdahi in Arabic.

'Yes, my final answer,' the contestant says weakly and waits to be told the result. There's a pause, then the music starts. The suspense is unbearable. A few seconds later, the contestant and the audience know if money has been won or lost.



Do you recognize the TV programme that is being described? It is called 'Who Wants To Be A Millionaire?' and it is the world's most popular game show. It was invented in Britain in 1998 and was taken to the United States a year later. In 1999 it was being shown six nights a week on the American channel ABC and now it has been exported to 70 other countries, including Pakistan, Indonesia and Turkey.

At the beginning of each show, ten contestants take part in a first round called 'Fastest Finger First'. They are asked to put four answers in a particular order. The successful contestant is allowed to sit in the chair and play the main game.



The contestant is asked increasingly difficult questions. Each time, the correct answer must be chosen from four possibilities. Money is won for each correct answer. If a contestant answers incorrectly, he usually loses all the money he has won. However, there are some amounts of money that are guaranteed – £1,000 and £32,000.

If a contestant is not sure of the answer, he is allowed to use one of three 'lifelines', but each lifeline can be used once only. He can phone a friend, ask the audience, or ask for a 50:50. When a contestant asks for a 50:50, two incorrect answers will be taken away by the computer and two answers will be left. One of these is right and one is wrong. When all three lifelines have been used, the game gets more difficult, but contestants don't have to answer a question if it is too difficult. Instead, they can keep their winnings and stop playing. To win a million, a total of fifteen questions must be answered.

In Britain, by 2005 the top prize of a million pounds had been won four times. The Arabic version of the game was first shown in November 2000 and already two contestants have won the top prize of one million Saudi riyals.

The last series of the British show was watched by 18 million viewers. What makes the show so popular? Firstly, there is no time limit for answering the questions. This means that a lot of suspense is built up while the contestant thinks about the answer. Another reason is that viewers always imagine they are playing the game. While they watch, they decide which of the four answers they would choose and they often share the contestant's anxiety and indecision. Finally, the show is quite educational. At the end of each show, most people watching it have learnt at least two or three new facts.

- Now do Exercises A to C in the Activity Book.

- 91 Listen to a reading of the first two paragraphs of the article. Then take turns reading the paragraphs aloud. Concentrate on reading clearly, not too fast and not too slow. Try to imitate the intonation and timing on the audio.

UNIT 7

Lesson 7
AB 178–180

Use blue or black ink

- **Complete the form with the correct words from the list.**

ADDRESS	DATE OF BIRTH	language	post
attach	E-MAIL	MIDDLE NAME	SIGNATURE
~~capitals~~	FIRST NAME	MOBILE	STATUS
~~complete~~	GENDER	NATIONALITY	SURNAME
DATE	ink	OCCUPATION	TELEPHONE
			TITLE

If you are interested in being a volunteer at the Babylon Festival, please (1) complete this form in BLOCK (2) capitals ______. Use blue or black (3) ______ and return it to the Babylon Festival Committee by (4) ______.
Please (5) ______ a recent photo.

Babylon
International Festival

(6) ______: ADAM
(7) ______: JOHN
(8) ______: MORETON
(9) ______: 18/09/1989
(10) ______: ~~Female~~ Male
(11) ______: Mr ~~Mrs~~ ~~Miss~~ ~~Dr~~
(12) MARITAL ______: Single ~~Married~~
(13) ______: BRITISH
(14) ______: STUDENT
(15) ______: P. O. BOX 1499, IRAQ
(16) HOME ______: 434145
(17) ______: 553268
(18) ______ ADDRESS: adamjomoreton@hotmail.com
(19) ______: Adam John Moreton
(20) ______: 3rd January 2006
(21) Preferred ______ for correspondence: ENGLISH

- **Now do Exercises A to D in the Activity Book.**

Lesson 8 AB 181–183

I'm really sorry

UNIT 7
Lesson 9
AB 183

- 94 Listen and read this dialogue. Do you think Latifa's explanation is true or just an excuse?



Latifa: Hi, Muna.

Muna: You're very late, Latifa. Forty-five minutes, in fact.

Latifa: Oh, dear! I'm really sorry. But I ...

Muna: Don't tell me – you have a good excuse, Latifa. You always do!

Latifa: No, honestly, Muna, I couldn't help it. Just as I was leaving the house, water started pouring out of a pipe in the kitchen and I had to call a plumber.

Muna: You had to call a plumber!

Latifa: Yes, there was only Grandmother and me at home.

Muna: And did he fix it?

Latifa: Yes, but he took ages. So you see, it isn't really my fault I'm late.

Muna: I guess not. But why didn't you call me?

Latifa: I left my mobile at my cousin's and it's got your mobile number on it.

Muna: You should know my number by heart by now.

Latifa: You're right. I promise I'll learn it.

Muna: About time!

Latifa: So, am I forgiven?

Muna: I suppose so. But you'll have to pay for lunch.

Latifa: Sure! It's a deal!

- These expressions are commonly used in informal speech. What do they mean? What would you say in a more formal situation?
  - Hi!
  - I couldn't help it.
  - He took ages.
  - I guess not.
  - About time!
  - I suppose so.
  - Sure!
  - It's a deal.

- Practise the dialogue with a partner.

- Now do Exercises A and B in the Activity Book.

You poor thing!

- Listen and read. Then practise the dialogue.

Farah: What's the matter?

Reema: My father's in hospital.

Farah: You must be really worried.

Reema: I am. I feel very anxious.

Farah: You poor thing! Is there anything I can do to help?

Reema: That's a kind offer. Maybe you could give me a lift to the hospital?

Farah: Of course.



- Work in pairs. Make new dialogues, replacing the highlighted items with the words and phrases below.





I've failed my driving test.
pretty fed up
terribly disappointed
What a pity!
give me a few driving lessons

My teacher caught me copying my friend's homework.
feeling embarrassed
very ashamed
I know how you feel.
help me write a letter of apology





My car's been stolen.
so angry
absolutely furious
I'm so sorry.
give me a lift to the police station

I've had a fight with my best friend.
upset
very depressed
What a shame!
give me some advice how to make it up

- Now do Exercise C in the Activity Book.

Two magnificent goals

UNIT 7
Revision 1
AB 184–186

- Read the two sports articles. Which article do you prefer?

ENGLAND TEACHES SPAIN A LESSON

From our football correspondent
Matt Bradley

In a very interesting and, at times, exciting game yesterday in Madrid, England showed that they can be the best in the world. Their defence was magic. For 89 minutes it looked impossible for a ball to get through. In fact it looked impossible for anything to get through! Sadly, late in the first half, the Spanish number 9 managed to score a rather lucky goal.

In the end, the Spanish goal was of no consequence. Wayne Rooney scored two magnificent goals early in the second half. He is always good; yesterday he was brilliant. He got a yellow card in the last few minutes of the game, after he had pushed Baraja. In my view, the referee was wrong to give it.

This performance by the England team will not be forgotten for a very long time.



England vs Spain in Madrid



England **2** *Spain* **1**

The England defence managed to keep out the Spanish attack until the forty-first minute, when Vicente scored a goal from fourteen metres. England fought back in the second half and Rooney scored twice (52nd. minute and 59th. minute). Then Rooney got angry. He pushed Ruben Baraja to the ground and got a yellow card. This is his fifth yellow card this season. In general, however, it was a good performance by both teams.

- Which article contains mostly facts? Which one contains mostly opinions? Underline the opinions in both articles.

- Now do Exercises A and B in the Activity Book.

UNIT
7
Revision 2
AB 186/187

Round up

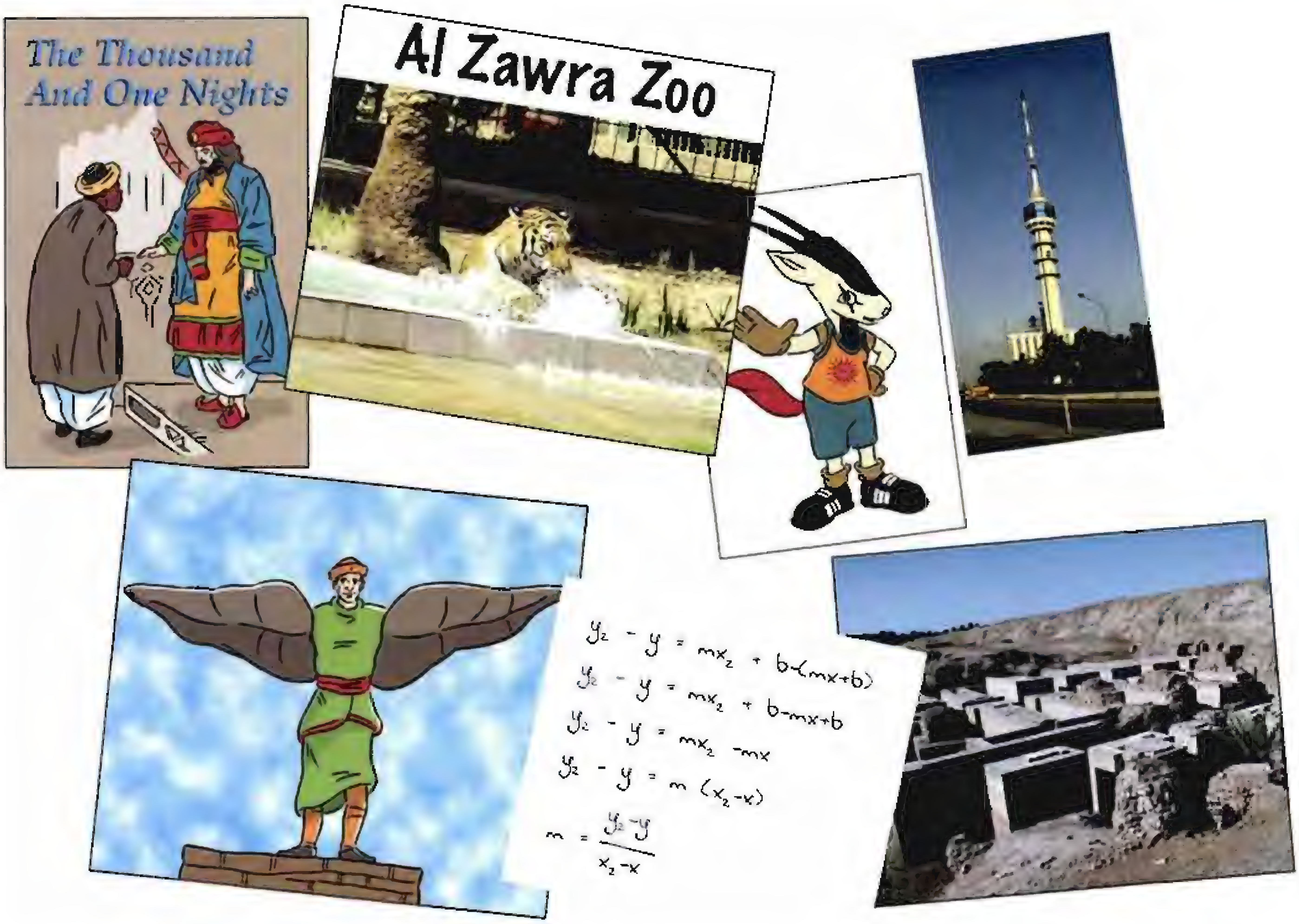
Here are some of the things you practised in Unit 7. Discuss each item with a partner. Take it in turns to give another example.

- Talking about processes using the present and past simple passive:
  - The ice hotel was opened in 1989.
  - It is built totally from snow and ice.
- Talking about a schedule using the future passive:
  - You will be taught how to drive sled dogs.
  - Dinner will be served in a traditional Lapland home.
- Using the present continuous, past continuous and present perfect passive:
  - The rooms are being cleaned at the moment.
  - While we were being shown around, we heard a loud noise.
  - This hotel has just been built.
- Apologizing and making excuses:
  - I'm really sorry. Am I forgiven?
  - It wasn't my fault I was late. I had to call a plumber.
- Understanding the language of forms:
  - Please complete this form in block capitals.
  - Use blue or black ink.
- Responding to good and bad news:
  - That's amazing news! I'm so happy for you.
  - You poor thing! You must be terribly worried.
  - What a shame! I know how you feel.
- Talking about organizing things using *have/get* something *done*:
  - Do you need to have your passport photo taken?
  - Where did you get your hair done?



Test 1 and Test 2 AB 188–194

Who was algebra invented by?



- **Make quiz questions by matching the sentence halves. Then listen and check.**

1	f	Who was algebra	a)	attempted?
2		When were the Hanging Gardens of Babylon	b)	probably built?
3		Who was *The Thousand And One Nights*	c)	revolving restaurant?
4		Which tower in Iraq has a	d)	for the fifteenth Asian Games called?
5		Where were the last Olympic Games	e)	held?
6		What was the mascot	f)	invented by?
7		When was the first flight by man	g)	opened?
8		When was Al Zawra Zoo	h)	written by?

- **Write the answers to the quiz questions. Check them in the Activity Book. Then do Exercise B.**

Further Practice 2 AB 195–198

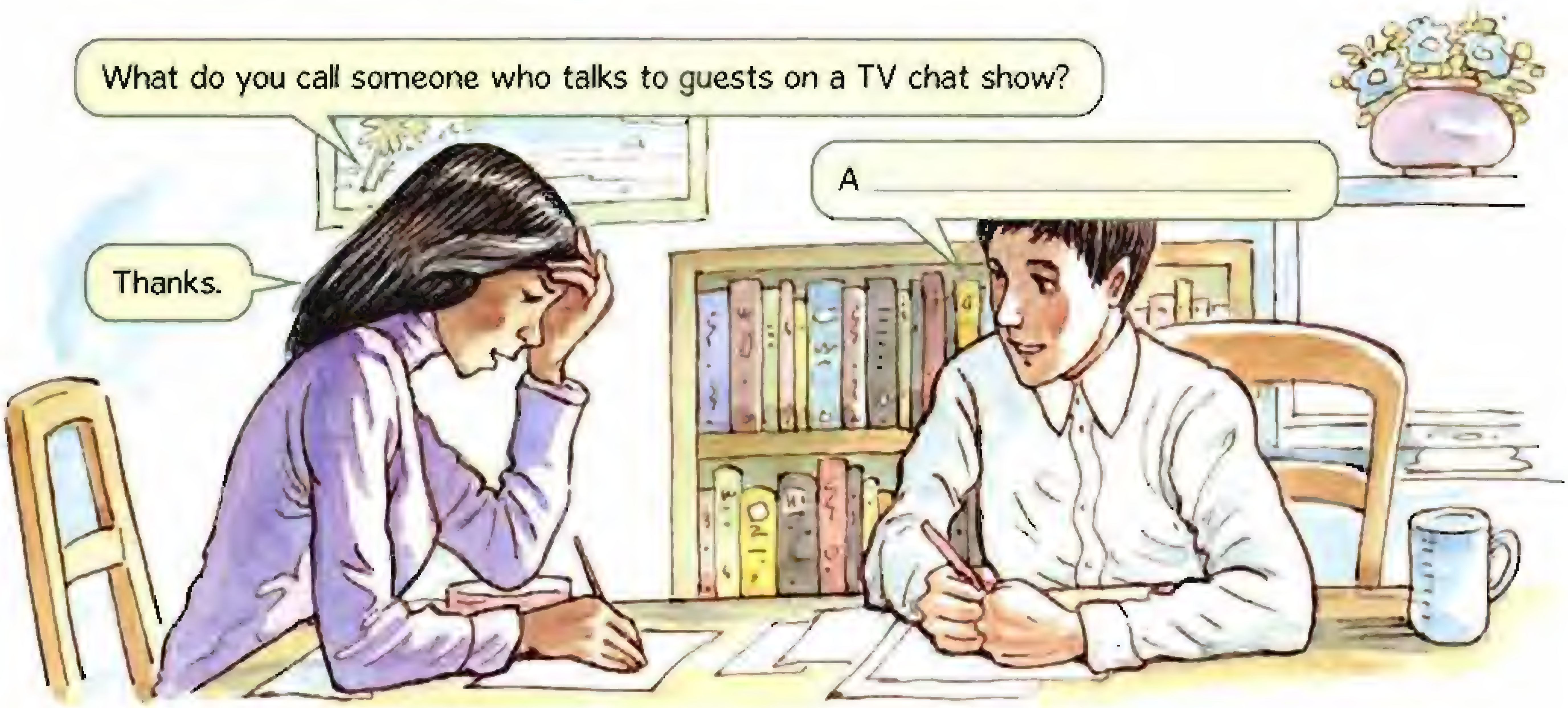
UNIT 8

- A person who cuts hair
- Wouldn't it be great!
- Caught at last!
- Travels in Arabia
- What did they ask you?
- What would you do if ...?

UNIT 8
Lesson 1
AB 199–201

A person who cuts hair

- **Answer Layla's question.** 🎧 101 **Then listen and check your answer.**



- **Match the descriptions on the left with the words on the right.**

1	☐	the sweet stuff that bees make	a) a hairdresser
2	☐	a person who cuts hair professionally	b) a plumber
3	☐	the place where you get your hair cut	c) a salon
4	☐	a thing that you sleep in when you go camping	d) a tent
5	☐	the black stuff you burn on barbecues	e) a tie
6	☐	the thing which men wear round their neck when they're wearing a suit	f) an audience
7	☐	someone who fixes pipes in kitchens and bathrooms	g) an exhibition
8	☐	people who are watching a show	h) charcoal
9	☐	a collection of things in a place where people can come and see them	i) honey

- **Ask and answer questions using both of the lists above.**

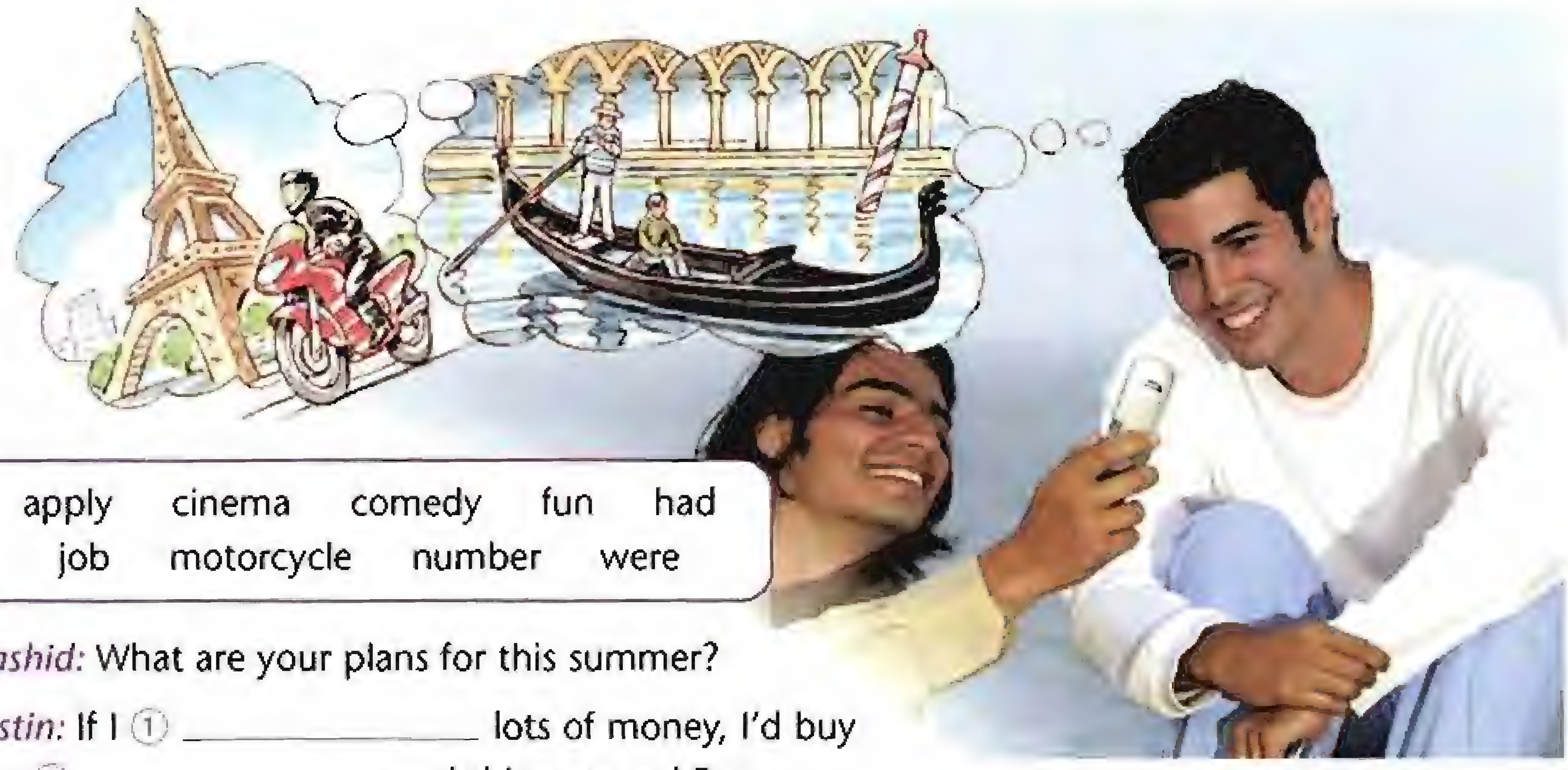
> What do you call the sweet stuff that bees make?
>
> Honey.
>
> What's honey?
>
> It's the sweet stuff that bees make.

- **Now do Exercises A and B in the Activity Book.**

Wouldn't it be great!

UNIT 8
Lesson 2
AB 202

- **Read and choose the correct words to complete the conversation.**



apply	cinema	comedy	fun	had
job	motorcycle	number	were	

Rashid: What are your plans for this summer?

Justin: If I ① ______________ lots of money, I'd buy a ② ______________ and drive around Europe.

Rashid: Could I come with you and sit on the back?

Justin: Ha, ha. Very funny. I don't have any money. So I won't even be able to go to the ③ ______________ unless I get a holiday job pretty soon.

Rashid: I saw an ad for a ④ ______________ that you might be interested in.

Justin: Really? What was it?

Rashid: They're looking for 80 extras in a film. It's a ⑤ ______________.

Justin: Wow! That would be ⑥ ______________! How much are they paying?

Rashid: Quite a lot. I'm going to ⑦ ______________. Do you want the ⑧ ______________?

Justin: Yes, please. I'd better put it straight onto my mobile.

Rashid: If I ⑨ ______________ you, I'd call them right away.

Justin: Thanks. Wouldn't it be great if we both got parts!

- **Listen and check your answers.**

- **Answer the questions.**

1 What does Justin mean when he says 'Very funny'?
2 What does 'pretty soon' mean?
3 What are film 'extras'?

- **Now do Exercises A and B in the Activity Book.**

UNIT
8
Lesson 3
AB 203/204

Caught at last!

- Read the article quickly. What is your opinion of this story?



The terrified residents of a block of flats in London can finally sleep peacefully at night. An enormous snake that was living in toilet pipes in the block of flats has been caught at last.

The snake, a three-metre long boa constrictor, had been seen in different toilets in the building over the past three months. At first, no one knew where the animal had come from. Then, one of the residents saw a local news report about the escape of a boa constrictor from London Zoo.

The snake was first seen by James Andrews. 'I got up in the night to go to the bathroom,' Mr Andrews told reporters, 'and I saw a huge snake in the toilet. It was horrible. I didn't know what to do. I wondered if I was dreaming. My wife came to look and she was very frightened. We put some heavy books on the toilet seat and went back to bed. In the morning, the snake had gone.'

People in six other flats in the building also saw the snake, but they were all too frightened to try to catch it. On two occasions, the fire brigade were called, but when they arrived, the snake had already disappeared.

Finally, the snake was found last night on Mr and Mrs Mailer's bathroom floor on the eighth floor of the building. It was caught in a large bucket and the police were called. The snake was taken back to its home in the zoo, to everyone's relief.

- Write questions for these answers.
  1 A three-metre long snake.
  2 In a bathroom on the eighth floor.
  3 It had escaped from London Zoo.
  4 People were too frightened, or it had disappeared.
  5 Back to the zoo.
- Now do Exercises A to C in the Activity Book.

Travels in Arabia

- **Work with a partner. You are both newspaper reporters. You have both interviewed a famous traveller who is now 90. He told you about his travels in Arabia. Did he give you the same information?**



Student B: Use Activity Book pages 204/205.

Student A: First, fill in the blanks to complete the information the traveller gave you.

The traveller said …

1: I first travelled to the south of Arabia in 1945. *(Say which year.)*
2: The *Wali* said that ____ local men must travel with me. *(Say how many.)*
3: We had ________ to ride, but we walked most of the time. *(Say what.)*
4: Our food was mostly ________ and ________. *(Say what.)*
5: Sometimes we killed a ____________________. *(Say what.)*
6: After ____ days, we returned to Salala, but I made many more journeys in the desert. *(Say how many.)*
7: Altogether, I spent ____ years exploring the Arabian desert. *(Say how many.)*
8: Of course, I could speak Arabic, and ____ other languages too. *(Say how many.)*
9: After Arabia, I travelled in ____________. *(Say which country.)*
10: When I became too old to travel, I made my home in ________. *(Say which country.)*
11: I've written ____ books about my travels. *(Say how many.)*
12: My latest book will be published in ____. *(Write the month.)*
13: The best thing about travelling in unexplored places is ________. *(Say what.)*

- **Now tell your partner what the traveller told you. Listen to what he told your partner. How many differences are there?**

Example:

A He told me he had travelled to the south of Arabia in 1945.

B That's different. He told me he had travelled to the south of Arabia in 1946.

- **Now do Exercises B to E in the Activity Book.**

UNIT 8 Lesson 5 AB 207/208

What did they ask you?

- **Complete the dialogue with these words.**

job volunteer head teacher interview



Huda: I had my ① ____________ this morning.

Ameena: What for?

Huda: You know! I applied to be a ② ____________ at the next Olympics.

Ameena: Oh, yes. Sorry, I forgot. What did they ask you?

Huda: The director asked me if I had any previous experience in sports management. And he also asked me how many foreign languages I spoke. Then his assistant asked me if I enjoyed meeting new people.

Ameena: Do you think you'll get the ③ ____________?

Huda: I think so. At the end of the interview, the director asked me if he could get a reference from my ④ ____________.

- **Listen and check. Then practise the dialogue.**

- **What were the interviewers' actual words? Write four questions.**

- **Imagine you are going to interview people applying for these jobs. Suggest two questions to ask each of them. Use your imagination or words and phrases from the box.**

• receptionist • flight attendant • TV presenter • journalist • sports instructor • tour guide

able to communicate clearly	good knowledge of local sights
computer/computer programs	enjoy travelling/sports
driving licence	do research on the Internet
experience of teaching/writing	sense of humour
confident, reliable, sociable, calm	good swimmer
foreign languages	can type
interested in local art and history	work under pressure/in a team
interested in entertainment	writing skills

Example: **receptionist**

Let's ask if they can use a computer.

We should also ask if they speak any foreign languages.

- **Now do Exercises A and B in the Activity Book.**

Revision, Test 1 and Test 2 AB 209–217

What would you do if ...?

- Put the verbs in brackets into the past simple. Then do the quiz.

Are you a wolf or a lamb?

Some people are wolves. They think about themselves first. Other people are lambs. They're always kind and try to help. Unfortunately, wolves eat lambs! Which are you – a wolf, or a lamb, or a mixture of the two? Do the quiz and find out!



What would you do if ...

1 a beggar (stop) ____________ you in the street and (ask) ____________ for money?

a) pretend not to see him and cross the street.

b) give him 1,000 Iraqi dinars, then cross the street quickly.

c) give him 10,000 Iraqi dinars and listen politely to his life story.

2 you (be) ____________ in a hurry and a lost tourist (ask) ____________ you the way to the museum?

a) send him/her in the wrong direction.

b) pretend to be a tourist too.

c) walk with him/her and show them the way.

3 the car in front of you (break) ____________ down?

a) drive past laughing.

b) stop and ask them if they were OK, but do nothing.

c) stop, get out and help them repair it.

4 a friend (want) ____________ to borrow money?

a) tell him/her that you didn't have any money at all.

b) lend him/her 50,000 Iraqi dinars for a month only.

c) give him/her all your savings.

5 you (break) ____________ your friend's new digital camera?

a) pretend that your sister had done it.

b) say nothing until he/she found out.

c) immediately apologize and start saving to buy him/her a new one.

6 you (see) ____________ an old lady from your street carrying very heavy shopping bags?

a) walk past her quickly and hope she didn't recognize you.

b) smile and say hello, then walk past quickly.

c) stop and insist on carrying her bags home for her.

- Now do Exercises A to C in the Activity Book.

Grammar and Functions Reference

UNIT 1

Present simple and present continuous *(page 6)*

Present simple

In the affirmative form, the third-person singular ends in -s.
- *I drive/She drives, I go/He goes, I do/It does*

Use the present simple to talk about habits, routines and permanent situations.
- *We take the bus to school.*
- *He works in a bank.*
- *Does your grandmother like chocolates?*
- *They don't stay up late during the week.*
- *It doesn't rain much in Iraq.*

Use the present simple with adverbs of frequency like *often, always, usually, sometimes, never, ever, every day, once a month, twice a year.*
- *I visit my cousins twice a year.*
- *She usually gets up very early.*
- *Do children always wear a school uniform in Iraq?*

Use the present simple to talk about scientific and general facts.
- *Water freezes at 0°C.*
- *Dates grow on palm trees.*
- *The sun doesn't go around the Earth.*

Present continuous

Use the present continuous to talk about actions that are happening at the moment you are speaking.
- *Ssh! My baby brother is sleeping.*
- *Am I disturbing you?*
- *Who's making that terrible noise upstairs?*

You can also use the present continuous to talk about things that are happening in the current period of time.
- *We're studying desert plants in Biology this term.*
- *Why is he wearing that silly hat today?*

Some verbs are not usually used in the present continuous: *know, like, love, need, want, mean, come from.* Use the present simple instead.
- *Do you know Halim?*
- *I don't like sad stories.*
- *What does this word mean?*
- *Where does Shakira come from?*

Past simple and past continuous *(page 8)*

Past simple

We often use time adverbials with the past simple: *yesterday, last week, two weeks ago, in 2003, last summer*
- *Sandra got annoyed with me yesterday.*
- *Abbas went to London last summer.*
- *I met her six months ago.*

The affirmative form of the past simple always ends in *-ed* with regular verbs, e.g., *work/worked; live/lived; try/tried; stop/stopped; travel/travelled.*
- *They played tennis for an hour.*

A lot of common verbs are irregular in the past simple affirmative. There are no rules for forming them. Just learn them by heart! There's a list of some irregular verbs on page 112.

Make questions with *did* and negatives with *didn't* + the base form (except with *be* and *have got*).
- *Did you play football on Saturday?*
- *No, we didn't. We didn't have time.*
- *Where did they go after lunch?*

Past continuous

Make the past continuous with *was/were* + present participle (*-ing* form).
- *What were you doing at 8 o'clock last night?*
- *I was listening to music.*

Past simple and past continuous

We often use the past continuous and the past simple in the same sentence. The past continuous is used for the background activity or situation and the past simple is used for the shorter, quicker action.
- *While we were sitting at the cafe, somebody stole my bag.*
- *I was having a shower when the phone rang.*
- *How fast was he driving when the accident happened?*
- *They were playing football when they heard a scream.*
- *I made coffee for everyone while you were talking to Jamal.*

Present perfect simple *(page 8)*

Form

	+	–
I/You	have gone	have not gone
He/She/It	has gone	has not gone
We/They	have gone	have not gone

Make the present perfect simple with *have/has* + the past participle. The past participle of regular verbs is the same as the simple past of regular verbs, e.g., *I have finished. She has finished.*

A lot of common verbs have an irregular past participle. There is a list of some of them on page 112.

The 's in the third-person singular short form stands for *has* (NOT *is*). She's eaten her supper = She *has* eaten her supper (NOT ~~She is eaten her supper~~).

Note: Contractions
- *+ I've/You've/We've/They've gone; He's/She's/It's gone*
- *– I/You/We/They haven't gone; He/She/It hasn't gone*

Question

Have	I/you	gone?
Has	he/she/it	gone?
Have	we/you/they	gone?

Short answers

- *Yes, I/you/we/they have. Yes, he/she/it has.*
- *No, I/you/we/they haven't. No, he/she/it hasn't.*

Use

Use the present perfect simple to talk about actions that started in the past and have a result in the present:

- *I've lost my jacket. (= I can't find it now.)*
- *He has broken his leg. (= It's still broken now.)*
- *They've gone away. (= They aren't here now.)*

Use the present perfect simple to give news about something that has happened when you don't specify the exact time.

- *The police have found the gold.*
- *Nobody has written to me.*

! Don't use the present perfect simple with time phrases like *yesterday, last month, last week, on Saturday*. Use the past simple with these time phrases.

Use the present perfect simple with *just, already, never, ever* and *yet*.

- *I have just bought these jeans.*
- *She has already passed her driving test.*
- *You've never liked Ahmed, have you?*
- *It's the best ice-cream I've ever eaten.*
- *Have you ever been to Japan?*
- *It hasn't stopped raining yet.*

Use the present perfect with questions beginning with *How long/How many times*:

- *How long have you known Jenny?*
- *How many times have you been to Beirut this year?*

Use the present perfect with *for* or *since* to say how long something has lasted. Use *for* with a period of time, e.g., *for three days, for two weeks, for a long time, for an hour*.

- *I have known him for five years.*
- *She has been in England for three days.*

Use *since* with the beginning of a time period, e.g., *since Monday, since I was born, since Eid, since January, since 2004*.

- *She has lived there since 2003.*
- *The shop has been open since March.*

! There are two present perfect simple forms for the verb *go*: *have/has gone* and *have/has been*. Use *have/has gone* when the person has gone away and has not returned:

- *"Where has Waleed gone?"*
  "He's gone to the park."

Use *have/has been* when the person has made a visit and has now returned:

- *"Where have you been?" "We've been to Ali's house."*

Question tags *(page 10)*

Use question tags to check information:

- *Layla's sixteen, isn't she?*
- *You didn't copy my homework, did you?*

Form

With affirmative statements, use a negative question tag.

- *You like chocolate ice-cream, don't you?*

With negative statements, use an affirmative question tag.

- *You don't like milk in your coffee, do you?*

Question tags are in the same tense and person as the verb in the statement.

- *You went shopping on Thursday, didn't you?*
- *Salwa won't remember me, will she?*

Affirmative statements (with negative question tags)

Present tenses

- *You know Catherine, don't you?*
- *She's Canadian, isn't she?*
- *They're working hard, aren't they?*

have/has got

- *Adam's got a brother, hasn't he?*
- *You've got four brothers, haven't you?*

Past simple

- *He was in the match yesterday, wasn't he?*
- *They were late, weren't they?*
- *You knew the answer, didn't you?*
- *They said sorry, didn't they?*

Present perfect tenses

- *We've never met her, have we?*
- *You've been working hard, haven't you?*

Can

- *I can run quite fast, can't I?*

Will

- *You'll remember, won't you?*
- *It'll be easy, won't it?*

Negative statements (with affirmative question tags)

Present tenses

- *You don't like frightening films, do you?*
- *He isn't very sociable, is he?*
- *They aren't very helpful, are they?*

haven't/hasn't got

- *You haven't got a sister, have you?*
- *She hasn't got a car, has she?*

Past simple

- *She wasn't at the party, was she?*
- *They weren't annoyed with us, were they?*
- *You didn't tell anyone, did you?*

Present perfect tenses

- *You haven't done the essay yet, have you?*
- *We haven't been talking about you, have we?*

Can't

- *Fatima can't drive, can she?*

Won't

- *Yousef won't know the answer, will he?*
- *It won't be difficult, will it?*

Present perfect continuous *(page 11)*

Form

Make the present perfect continuous with *have/has been* + the present participle (*-ing* form).

	+	–
I/You	have been working	have not been working
He/She/It	has been working	has not been working
We/You/They	have been working	have not been working

Note: Contractions

- + *I've/You've/We've/They've been working; He's/She's/It's been working*
- – *I/You/We/They haven't been working; He/She/It hasn't been working*

Question

Have	I/you	been working?
Has	he/she/it	been working?
Have	we/you/they	been working?

Short answers

- *Yes, I/you/we/they have. Yes, he/she/it has.*
- *No, I/you/we/they haven't. No, he/she/it hasn't.*

Use

Use the present perfect continuous to talk about an action that ended recently if you can still see the results now.

- *What have you been doing? Your hands are blue.*
- *I've been painting a chair.*

You should also use it with *how long, since* and *for*.

- *How long have you been waiting here?*
- *I've been waiting for an hour.*
- *She's been waiting since two o'clock.*

Adjectives + prepositions *(page 14)*

Many adjectives can be followed by a preposition. These are usually fixed and you need to learn the combinations. Sometimes you need to use different prepositions if you are talking about people or things.

- *My mother was angry about my school report.*
- *My mother was angry with me.*

There is a list of some common adjectives and prepositions on page 113.

UNIT 2

Imperatives *(page 21)*

Form

The affirmative imperative is the same as the base form of the verb. It's the same in the singular and the plural.

- *Come here, Layla. Come here, Layla and Ali.*
- *Plug it in and turn it on.*
- *Write your name at the top of every page.*
- *Please answer all the questions.*

The negative form is *do not* or *don't* + the base form.
In spoken English, we usually use the short form, *don't*. We use the long form, *do not*, in formal notices and instructions.

- *Don't waste time, Rashid.*
- *DANGER! DO NOT SWIM HERE.*
- *Don't turn the radio off. I'm listening to it.*
- *Don't draw pictures in your notebook.*
- *Please do not walk on the grass.*

Use

Use the imperative to give orders, invitations and instructions.

- *Pay attention, please. Don't talk.*
- *Please come to my party on Saturday.*
- *Select a programme and press the red button.*

Zero conditional *(page 21)*

Form

	'if clause'		'main clause'
If	Present simple	,	Present simple / Imperative
If	I go to bed early	,	I wake up early.
If	you want to send a text	,	press the green button

Make zero conditionals with the present simple in the *if* clause and in the main clause. You can also use an imperative in the main clause.

Zero conditionals mean the same if the sentences are reversed.

- *I wake up early if I go to bed early.*
- *Press the green button if you want to send a text.*

When the *if* clause comes first, it is followed by a comma.

- *If I go to bed early, I wake up early.*
- *I wake up early if I go to bed early.*

Use

Use zero conditionals to talk about scientific facts or general truths:

- *People get fat if they never do sport.*
- *If you leave chocolate in the sun, it goes soft.*
- *My parents get worried if I come home late.*
- *What happens if you mix red and yellow paint?*

• *So* and *such* (*page 25*)

Form

so + adjective

- *The beach was so crowded.*
- *This homework is so difficult.*
- *He's always so kind and friendly.*

so + adverb

- *She works so fast.*
- *He was driving so dangerously.*

such (a/an) + adjective + noun

- *It's such a lovely day.*
- *It was such an exciting film.*
- *I had such strange dreams last night.*

You can use *so* and *such* with or without *that* and a result clause.

- *He was so angry that he couldn't speak.*
- *It was such a boring film we walked out of the cinema.*

Use

Use *so* + adjective/adverb or *such (a/an)* + adjective + noun to exclaim.

- *She's so good at painting!*
- *She draws so well.*
- *She's such a good artist.*
- *They're such beautiful paintings.*

You can express cause and result with *so* and *such ... (that) ...*.

- *The bed was so hard that I couldn't sleep.*
- *It was such a hard bed that I couldn't sleep.*
- *The weather was so bad that we decided to stay at home.*
- *She worked so fast that she finished in an hour.*
- *They had such a good time they didn't want to leave.*

• Making deductions (*page 28*)

must have, can't have, might have

Use *must have, can't have, might have* + past participle to make deductions about the past.

Use *must have* when you are almost certain that something happened.

- *Everything is fresh and green outside. It must have rained in the night.*

Use *might have* when you think that perhaps something happened.

- *"Where's my jacket?"*
  "I don't know for sure, but I think your brother might have taken it."

Use *can't have* when you are certain that something didn't happen.

- *He can't have borrowed my jacket. It's much too small for him.*

UNIT 3

• Order of adjectives (*page 34*)

When you use two or more adjectives to describe something, there are rules about the order. Put the general adjective first, then the colour adjective.

You have to say: *We've bought a new black car.*

You can't say: ~~*We've bought a black new car.*~~

You do not put *and* between the two adjectives: ~~*We've bought a new and black car.*~~

- *She was riding a beautiful white horse.*
- *Look at the calm blue water.*

When there are two colour adjectives, put *and* between them.

- *She was wearing a red and white jacket.*
- *Look at that pretty blue and yellow scarf.*

• First conditional (*page 35*)

Form

	'if clause'		'main clause'
If	Present simple	,	Future (will/going to/may)
If	she is late	,	we'll go without her.
If	you don't stop that	,	I'm going to get angry.

(!) When the *if* clause comes first, it is separated from the main clause with a comma. When the main clause comes first, there isn't a comma between it and the *if* clause.

- *If she's late, we'll go without her.*
- *We'll go without her if she's late.*

You can use *unless* instead of *if ... not*.

- *I won't help you if you don't help me.*
- *I won't help you unless you help me.*

Use

Use the first conditional to talk about possible events in the future. Use it when you want to make predictions about what will happen if something else happens (or doesn't happen).

- *If you don't practise every day, you won't get better.*
- *Unless you practise every day, you won't get better.*

Talking about the future: *will/won't*

Form

	+	–
I/You He/She/It We/They	will call	will not call

Note: Contractions

- + *I'll call*
- – *I won't call*

Question

Will I/you/he/she … call?

Short answers

- *Yes, I will. No, I won't.*
- *Yes, they will. No, they won't.*

Use

Use *will/won't* for predictions, promises, threats, offers and decisions.

- *It'll be hot tomorrow.* (prediction)
- *We'll help you with the party food.* (promise)
- *You'll be sorry about this.* (threat)
- *I'll carry that for you.* (offer)
- *Right. We'll catch the 10 o'clock bus.* (decision)

You should use *will/won't* after the verbs *think, know, hope, expect.*

- *I hope you'll enjoy the film.*
- *I expect she'll be home soon.*
- *He thinks the plane will be late.*

Talking about the future: *going to*

Form

Make the 'going to' future with the verb *to be* + *going to* + infinitive.

I	am	(not)	going to leave now.
He/She/It	is		
We/You/They	are		

Note: Contractions

- *I'm going to make a cake. She isn't going to help us.*

Question

- Are they going to get married?

Short answers

- + *Yes, I am./Yes, you are./Yes, he is.*
- – *No, she isn't./No, they aren't.*

Use

Use *going to* to talk about intentions.

- *This watch doesn't work. I know. I'm going to buy a new one.*
- *We're going to collect George at the airport later.*

Use it when you can see what is going to happen.

- *Dave is standing by the pool. He's going to dive in.*
- *The sky is full of clouds. It's going to rain.*

Talking about the future: modals *may* and *might*

Form

Use the base form (infinitive without *to*) after a modal verb.

- *I'm not sure but we may be late tomorrow.*
- *I'm not sure but we might be late tomorrow.*
- *If I have time, I may visit them.*
- *We may see Salwa if we go to Amman.*

Use

The modals *may* and *might* have exactly the same meaning. *Might* is more common than *may*. They mean it's possible in the future.

- *"Are Rob and Halim going to come round?"*
  "I'm not sure. They might or they might not."

Talking about the future: adverbs of certainty

Definitely and *certainly* mean the same thing – it's 100% sure. *Probably* means it's about 75% sure. *Possibly* means it's only about 50% sure. So we often use *possibly* with *might*.

Use a dictionary or reference book to check the position of an adverb in a sentence.

- *She'll definitely be home by now.*
- *It certainly will be a nice change.*
- *You probably won't recognize him.*
- *They might possibly know the answer.*

Talking about the future: verbs *hope* and *expect*

Hope and *expect* can be followed by an infinitive:

- *I hope to see you at the meeting.*
- *I expect to be there by eight.*

And they can be followed by a clause.

- *I hope that you'll come.*
- *I don't expect that Layla will remember me.*

We can leave out *that*:

- *I hope you'll come.*
- *I don't expect Layla will remember me.*

UNIT 5

Modals *can/can't, must/mustn't, should/shouldn't* + infinitive *(page 57)*

Use

These modal verbs can all be used in the affirmative to express permission and in the negative to express prohibition. *Must* is the strongest and is used in formal written instructions. *Should* is the weakest.

Affirmative

- *We can use the computer lab in school hours.* (We are allowed to.)
- *There must be a teacher in the lab when we use it.* (It's a rule.)
- *We should sign our names in a book in the lab.* (It's a rule, but we don't always obey it.)

Negative

- *You can't take food into the library.* (It's not allowed.)
- *You mustn't touch this machinery.* (It's a rule.)
- *We shouldn't walk on the grass.* (It's a good idea not to.)

Questions

- *Can't we take food into the library?*
  Can we not take food into the library?
- *Shouldn't we walk on the grass?*
  Should we not walk on the grass?

Note:

(1) Don't use *mustn't* in questions, except in question tags:

- *He must tidy his room, mustn't he?*

(2) The past tense of *can* is *could:*

- *We couldn't eat our sandwiches in the library.*

(3) *Must* has no past tense. Use *didn't have to:*

- *He didn't have to tidy his room because his sister had done it.*

have to + infinitive *(page 58)*

Use

Use *have to* + infinitive to say that something is necessary:

- *I have to get up early tomorrow. My plane leaves at six in the morning.*

Form

- *I have to eat more vegetables.* (Present simple)
- *My father had to go to the doctor yesterday.* (Past simple)
- *We won't have to go to school tomorrow.* (Future)
- *I didn't have to pay for my ticket.* (Past simple)
- *I have never had to go to hospital.* (Past perfect)

Questions

- *Do you have to work tonight?*
- *Did you have to wear a uniform at your primary school?*
- *Will you have to see the doctor again?*
- *Have you ever had to call an ambulance?*

Note: *must* and *have to* are very similar in meaning.

- *You have to answer all the questions in the test.*
- *You must answer all the questions in the test.*

mustn't and *don't have to (AB page 107)*

Use

Mustn't means *not allowed.*

Don't have to means *not necessary.*

- *You mustn't leave.* (You are not allowed to leave.)
- *You don't have to leave.* (You can leave or you can stay. It's up to you.)

Note: To talk about necessity in the past, use *didn't have to.*

- *I didn't have to get up at five yesterday morning.*

had better (page 59)

Use

Use *had better* to give strong advice or to tell people (including ourselves) what to do:

- *I have to be at the airport by ten, so I'd better leave now.*
- *You'd better add some salt to this soup. It's rather tasteless.*

The negative is *had better not:*

- *"I feel terrible."*
- *"You'd better not go to work today."*

Note: *had better* is similar in meaning to *should*. Use *should* to give general advice or an opinion. Use *had better* to give advice in a particular situation:

- *We should meet more often.* (general opinion)
- *We'd better meet at 11 o'clock outside the station.* (opinion about a particular situation)

Second conditional *(page 60)*

Form

Make the second conditional with *if* + the past simple in the conditional clause and *would/could/might* + infinitive in the main clause:

- *If I had a lot of money, I'd buy a bigger house.*
- *I'd buy a bigger house if I had a lot of money.*

Note: There is a comma at the end of the *if* clause when it comes first, but not when it comes second in the sentence.

Use

Use the second conditional to talk about situations that are not real at the moment or situations that are not likely in the future:

- *If I had wings, I'd fly all over the world.*
- *He'd be much fitter if he stopped smoking.*
- *If we had a swimming pool, I could learn to swim.*

Asking for and giving advice or opinions *(page 62)*

Use *should* to ask for advice or an opinion:

- *Should I go to Egypt to study?*
- *What do you think I should do?*

Use any of these to give advice:

should

- *I think you should study at home.*

Imperative

- *Go to Egypt if you think you'll enjoy it.*

Why don't you ...?

- *Why don't you study in Iraq?*

If I were you, I would ...

- *If I were you, I would study at home.*

Note: *If I were you* is more common than *If I was you.*

Present and future wishes *(AB page 115)*

Form

To make wishes for the present, use *wish* + the past simple:

- *He wishes he knew more people in this town.* (He doesn't know many.)
- *I wish I had more friends.* (I haven't many.)
- *We all wish we were richer.* (We aren't rich.)
- *I wish I could speak lots of languages.* (I can't speak any/many.)

To make wishes for the future, use *wish* + *would/could* + infinitive

- *I wish it would get cooler.* (but it won't)
- *Sultan wishes his brother would help him.* (but he won't)

Regrets *(page 65)*

Form

Use *wish* + the past perfect:

- *I wish I hadn't been so selfish.*
- *She wishes she had worked harder for her exams.*

Use

Regrets are wishes about the past.

- *I wish I had gone to Egypt last year.*

UNIT 6

Reported speech

There are four main types of reported speech:

- Reported statements with *say/tell*
- Reported questions
- Reported commands
- Reporting with other verbs

Reported statements with *say/tell (page 72)*

Form

When reporting someone's actual words, change the verb tenses and the pronouns. The main reporting verbs are *say* and *tell*. In these examples, *said* can be replaced by *told (me)*. *That* can be omitted in these examples:

Present simple > Past simple

- Tariq: *'I know all about it.'*
- *Tariq said (that) he knew all about it.*

Present continuous > Past continuous

- Mariam: *'I am enjoying myself.'*
- *Mariam said (that) she was enjoying herself.*

Present perfect > Past perfect

- Sara: *'My father has bought me a new computer.'*
- *Sara said (that) her father had bought her a new computer.*

Present perfect continuous > Past perfect continuous

- Ahmed: *'I have been playing tennis.'*
- *Ahmed said (that) he had been playing tennis.*

Past simple > Past perfect

- Salwa: *'You didn't phone me.'*
- *Salwa said (that) I had not phoned her.*

Past continuous > Past perfect continuous

- Nour: *'I was waiting outside.'*
- *Nour said (that) she had been waiting outside.*

will > would

- *'We will have to get to the match early. It will be easy for us to get there by bus.'*
- *They said (that) they would have to get to the match early and (that) it would be easy for them to get there by bus.*

Pronoun changes

I > he or she
me > him/her
we > they
us > them
you > I or we

Note: Different pronoun changes may be necessary. It depends on the number of speakers and the situation.

Reported questions *(page 75)*

Form

Change the verb tenses and pronouns as you do when reporting statements.

Questions become statements when they are reported:

- *'Where is the stadium?'*
  She asked where the stadium was.
- *'What do they want?'*
  He asked me what they wanted.
- *'How much have you spent?'*
  They asked us how much we had spent.
- *'Why are you still here?'*
  She asked me why I was still there.

With *yes/no* questions, use the words *if* or *whether* after the reporting verb:

- *'Is there any bread?'*
  He asked if there was any bread.
- *'Do you like Indian music?'*
  She asked whether we liked Indian music.

Reported commands and requests *(page 78)*

Form

Use *tell/ask* + object + *(not)* + *to* + infinitive:

- *'Get off the grass.'*
  He told us to get off the grass.
- *'Do the washing-up now.'*
  She told him to do the washing-up.
- *'Please don't stay out too long.'*
  She asked me not to stay out too long.

Note: The verb *tell* is always followed by a direct object.

- *You told me that you wouldn't be late.*
- *I told Salim that the party was on Saturday.*

Reporting with other verbs *(page 81)*

Form

suggest + verb with *ing*:

- *'Let's go to the beach.'*
  He suggested going to the beach.

advise, offer, promise + *(not) to* + infinitive:

- *'I don't think you should swim today.'*
  She advised us not to swim that day.
- *'Shall I clean the windows?'*
  He offered to clean the windows.
- *'I will be careful with your car, I promise.'*
  He promised to be careful with my car.

warn, remind + person + *(not) to* + infinitive:

- *'Don't forget to call your uncle.'*
  She reminded us to call our uncle.
- *'Don't park near the restaurant.'*
  He warned us not to park near the restaurant.

UNIT 7

The passive *(page 85)*

Form

Form the passive with the verb *be* + past participle:

Present simple	am/are/is	
Present continuous	am/are/is + being	
Past simple	was/were	
Past continuous	was/were + being	helped.
Present perfect simple	have/has + been	
Future simple	will + be	
Infinitive	to be	
Infinitive after modals	be	

Use

Use the passive when the person who does the action is unknown or unimportant:

- *When will we be told the results?* (Future)
- *A lot of new flats are being built at the moment.* (Present cont.)
- *The room was being cleaned, so I waited outside.* (Past cont.)
- *The thief has already been caught.* (Present perfect)
- *This needs to be done immediately.* (Infinitive)
- *Smoking should be stopped completely.* (Infinitive after modal)

When you want to say who or what caused the action, use *by*:

- *This story was written by a girl at my school.* (Past simple)
- *This beach is owned by the hotel.* (Present simple)

Causative *have/get (AB page 171)*

Use

Use causative *have* when someone else does something for you. In more informal speech, *get* can be used in place of *have*:

- *She has her hair cut at the hairdresser's.*
- *I always get the car washed at the garage. I don't like washing it myself.*
- *Where did you get your passport photo taken?*

Defining relative clauses (*page 87*)

Use

There are two types of relative clause – defining and non-defining. A defining relative clause shows exactly which person or thing you are talking about. It 'defines' the person or thing. Without this clause, the sentence does not usually make sense:

- *That's the girl who won the Art prize at school.* (If you just say *That's the girl*, it does not mean very much.)

A non-defining relative clause gives some extra information about a person or a thing. Without this clause, the sentence still makes sense.

- *My parents, who met at university, both work in the same office.* (*My parents both work in the same office* is a perfectly good sentence.)

Subject relative pronouns: *who, which, that*

Use *who, which, that* to join two clauses. Use *who* for people and *which* or *that* for animals and things. (*that* can also be used for people, but *who* is preferred.)

- *I have a friend. He speaks five languages.*
  I have a friend who speaks five languages.
- *She's got a parrot. It can talk.*
  She's got a parrot which/that can talk.

Object relative pronouns: *who, which, that*

When the relative pronoun is the object of the sentence, it can be left out:

- *Do you remember the beach party? We had it last summer.*
  Do you remember the beach party (which/that) we had last summer?
- *I've just heard from the boy. We met him in Beirut.*
  I've just heard from the boy (who) we met in Beirut.

Note: In formal English, we use the object relative pronoun *whom* instead of *who*. It is not very common in spoken English.

- *I've just heard from the boy whom we met in Beirut.*

Relative pronouns: *where, whose*

Use *where* for places and *whose* for possession:

- *We visited the town. My father was born there.*
  We visited the town where my father was born.
- *What's the name of your friend? His father is a film star.*
  What's the name of your friend whose father is a film star?

Some irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
become	became	become
break	broke	broken
bring	brought	brought
buy	bought	bought
come	came	come
do	did	done
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	been/gone
have	had	had
hear	heard	heard
hit	hit	hit
hurt	hurt	hurt
know	knew	known
leave	left	left
lend	lent	lent
let	let	let
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
send	sent	sent
sing	sang	sung
speak	spoke	spoken
swim	swam	swum
take	took	taken
tell	told	told
think	thought	thought
throw	threw	thrown
try	tried	tried
write	wrote	written

Phonemic alphabet

Vowels	
iː	be
ɪ	fish
e	ten
æ	cat
ɑː	hard
ɒ	hot
ɔː	horse
ʊ	put
uː	shoe
ʌ	cup
ɜː	bird
ə	about
eɪ	train
əʊ	go
aɪ	time
aʊ	now
ɔɪ	toy
ɪə	hear
eə	chair
ʊə	tourist

Consonants	
p	pen
b	bad
t	take
d	dog
k	can
g	girl
tʃ	chip
dʒ	juice
f	foot
v	visit
θ	thin
ð	the
s	software
z	zoo
ʃ	she
ʒ	television
h	hot
m	man
n	no
ŋ	thing
l	leg
r	run
j	you
w	water

Adjectives + prepositions

Adjectives followed by *about*:

- *angry (angry about something)*
- *annoyed (annoyed about something)*
- *excited*
- *sure*
- *worried*

Adjectives followed by *with*:

- *angry (angry with someone)*
- *annoyed (annoyed with someone)*
- *bored*
- *disappointed*
- *pleased*

Adjectives followed by *of*:

- *afraid*
- *frightened*
- *jealous*
- *proud*

Adjectives followed by *in*:

- *interested*

Adjectives followed by *from*:

- *different*

Adjectives followed by *at*:

- *good*
- *bad*

Literature Focus

Section A: *Baghdadi Bath*

Drama

Drama is a mode of fiction in which a written text is intended to be performed for an audience by actors on a stage, through dialogue and action. It involves a series of events and actions to depict human life, conflicts and emotions. The series of actions in a drama often leads to some striking endings.

When such a text is performed on a stage, it is called a *play*.

The term *drama* comes from the Greek word for 'action'.

There are some elements that could affect a text which is basically written for theatrical performance:

director: The man or woman who decides how a play should be interpreted and performed.

actors: The performers who give life to the characters of the play.

theatre: The place where the play is performed. It includes the stage, lighting, sound, costumes, furniture, scenery, etc. It shows where and when the events take place.

audience: The people who watch the play being performed.

A drama is usually either a **tragedy** or a **comedy**. A **tragedy** is a serious play that ends very sadly. It basically deals with social, personal or religious issues that the audience find very interesting. A **comedy**, on the other hand, is always intended to be humorous, through jokes, funny things and amusing characters. Comedies have happy endings like marriages, births or other great celebrations.

Drama in Iraq

Drama forms part of the great writing tradition in Iraq. The earliest known piece of literature in Iraq is the *Epic of Gilgamesh*. Drama in Iraq, as everywhere, is greatly influenced by the types of drama that come from the Greeks, the Romans and the Renaissance dramatists. For a long time these types of drama were not well known in Iraq. They came to Iraq only in the late nineteenth century. They were intended to teach moral lessons in some Iraqi schools. These dramas are historical or deal with religious issues. Some plots are borrowed from ancient or foreign dramas, and of course do not deal with the real-life issues of Iraqis. The characters are very simple. When these plays were originally performed, there were no women actors.

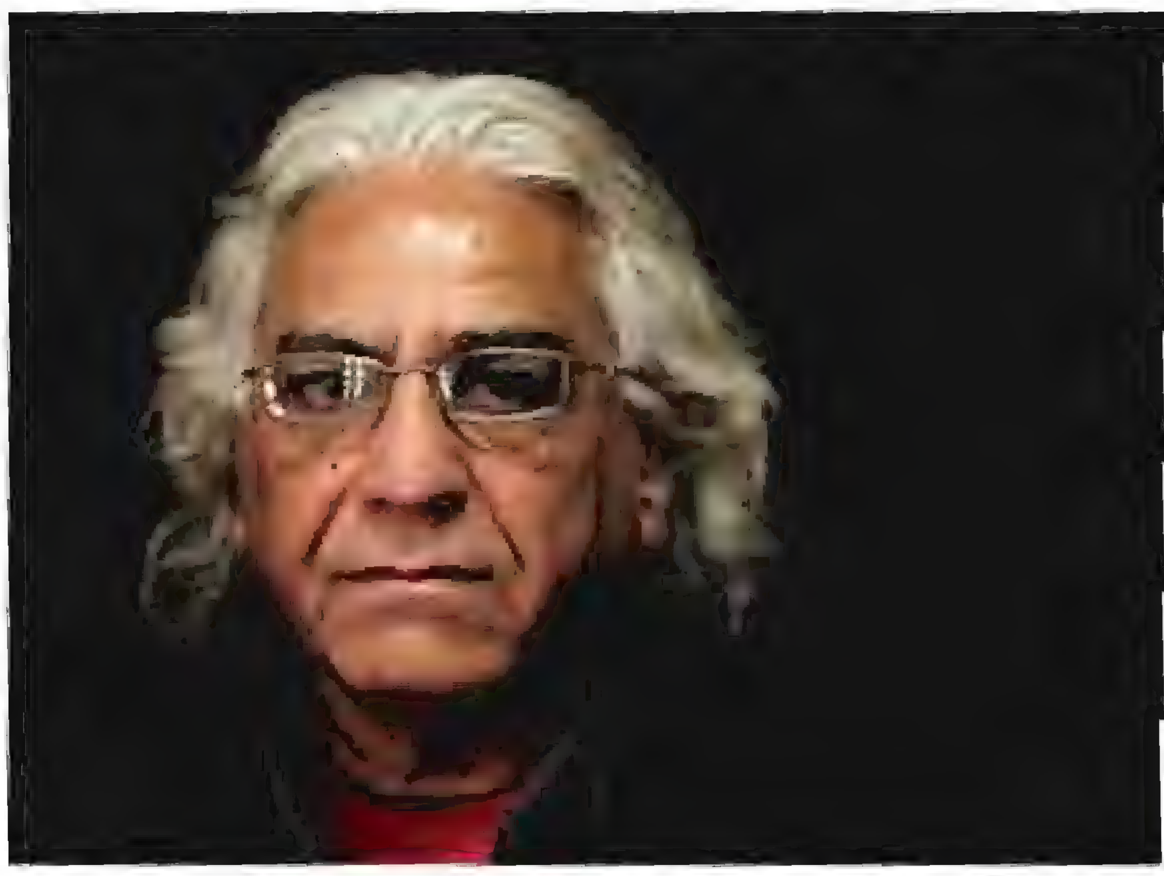
In the 1920s, drama moved beyond schools and began to be performed for the general public to remember great events or characters in the history of the Arabs. By the 1930s, pioneer

Iraqi playwrights began to deal with the different aspects of life in Iraq. However, although drama grew in scope, it was not yet a major part of the cultural life in Iraq. People at that time liked reading books of all types and poetry but very rarely went to theatres, of which there were very few. The Iraqi theatre was still in need of professional playwrights, actors and directors. The movement of theatre and drama in Iraq was mainly strengthened when the Institute of Fine Arts was established. Many great directors, actors and playwrights began to appear under the leadership of the renowned actor and director Haqqi Al-Shibli, from 1945 onward.

Yaqoub Al-Ameen, Ja'far Al Sa'di, Khaleel Shawqi and Jassim Al-Uboudi were the great figures who appeared at that time. The first Iraqi acting group to study and receive professional academic training on drama was established by Ibrahim Jalal, Badri Hasoon Fareed and Yousif Al-Ani. Public interest in drama increased and the theatre began to gain respect. At the same time, women were able to appear on the stage, including Zainab, Azadouhi Samuel, Zakiya Khalifa and Nahida Al-Rammah. Local issues began to be used for plots of plays that were loved by the public.

Today, there are actors, directors and playwrights who have gained a high reputation within Iraq and beyond, like Qassim Mohammad, Saleem Al Basri, Owni Karoomi, Adil Kadhim, Jawad Al-Assadi and Salah Al Qasab. These professionals have contributed significantly to the ongoing development of drama in Iraq.

Jawad Al-Assadi



Jawad Al-Assadi is one of the best-known Iraqi *playwrights**, directors and actors. He was born in Baghdad in 1947 and graduated from Baghdad Fine Arts Academy in 1972. He got his Ph.D. in Sofia, Bulgaria in 1983. He has spent 25 years as an *expatriate**, living in various Arab countries. Al-Assadi fled the *former** regime. He returned after the fall of this regime, judging that the new nation would be more hospitable. Stunned by the *brutality** and panic among the Iraqi people, Al-Assadi moved to Beirut and established *Babil Theatre*. He now lives and works in Beirut. Most of his plays and other works are translated into English, French and Russian. In 2004, he received the Prince Claus Award for dedicating his work to freedom of cultural expression and thought both in Iraq and beyond. He has written many plays, among which are his two latest, and most famous, dramas: *Women in War* and *Baghdadi Bath*.

Baghdadi Bath (Hammam Baghdadi) by Jawad Al-Assadi

Baghdadi Bath is a play about two Iraqi brothers who work as bus drivers on the route between Baghdad and Damascus, which is one of the world's most *perilous** highways. *Hostage-taking**, stealing and executions are daily occurrences on their route. The persistent helplessness and suffering of the Iraqi people is embodied in their misfortunes under both the former regime and the American occupation. In the privacy of the steam room, they talk about their lives before and after the invasion, opening their hearts and exploring their repressed memories. It is a thoughtful picture of the everyday horror of surviving in a war zone.

Ultimately, there is a tragic ending: the two brothers are victimized while transporting a political candidate back into Iraq from Jordan.

The play opens with two brothers, Majeed and Hameed, in the bathhouse, scrubbing each other and chatting about family matters. The first scenes are like a stand-up comedy routine, as Majeed talks about his two wives mockingly and gives a rude definition of what the American phrase 'thank you' really means.

Much of the dialogue consists of the brothers cursing each other, mostly about money; in this way, *Baghdadi Bath* reflects a key national debate. Majeed, the more dominant, elder brother supports the Americans in a *subservient** way, while Hameed hates their presence in the country.

The play turns *surreal** when the brothers, both bus drivers, agree to transport an Iraqi politician from Amman, Jordan, back to Baghdad. It is on this trip that Majeed and Hameed confront the American army.

Mr Al-Assadi's writing is full of metaphor, but there is also real emotion in some passages. In one, Hameed comes up with a new version of the traditional morning prayer, which evokes the terrible reality of daily life in Iraq: 'Good morning, explosions. Good morning, booby traps. Good morning, murderers and ambulances. Good morning, corpses lying on the pavement.'



Written by Jawad Al-Assadi
Designed and directed by Zishan Ugurlu
Produced by La MaMa and Actors without Borders – ITONY
Photography by Brian Dilg

Baghdadi Bath

The scene is on the Iraqi border with Jordan. The two drivers carry the body (corpse) of an Iraqi billionaire who was killed in an explosion before he could enter Iraqi territory.*

Hameed: 'Good morning, explosions. Good morning, booby traps. Good morning, murderers and ambulances. Good morning, corpses lying on the pavement.' In my bus I'm carrying an Iraqi billionaire and a candidate for the new elections whose head was exploded in an explosion on the borders. I have to carry his body to his family in Baghdad … [PAUSE] … Throw the *corpse** out of the bus.

Majeed: Are you going mad?

Hameed: The American woman soldier said she would very *meticulously** check the body.

Majeed: Let her check it.

Hameed: Throw the corpse out.

Majeed: Never.

Hameed: Let it be food for the dogs.

Majeed: And what shall I say to his family who is waiting for him?

Hameed: I don't know. I don't know.

Majeed: You don't know!!!

Hameed: You've turned me into an animal like a dog *gasping** after you all my life.

Majeed: Keep cool.

Hameed: I am not carrying the corpse on my back as you *requested**.

Majeed: Don't *provoke** me.

Hameed: Hire one of the bus drivers.

Majeed: Look! Most of the buses have passed.

Hameed: I think they'll stop us.

Majeed: The situation on the borders is going to be dangerous in a few hours.

Hameed: She is going to *inspect** every hole in the body. How could you agree?

Majeed: Let her do whatever she wants to do. There is no other solution. We'll lose the *deal** if we don't get to Baghdad with the corpse.

Glossary

playwright	writer of plays
expatriate	someone living outside of their own country
former	previous, earlier
brutality	violent, cruel behaviour
perilous	very dangerous
hostage-taking	where criminals kidnap someone and ask for money or make other demands for the safe return of the hostage
subservient	like a servant; completely obedient
surreal	very strange, almost dream-like
territory	land, area
corpse	dead body
meticulously	very carefully
gasping	panting, breathing heavily
requested	asked for
provoke	annoy, make angry
inspect	check carefully
deal	business or financial agreement

1 **Match the words in list A with the words in list B that have the same meaning.**

A		B	
1	theatrical	a	affected
2	humorous	b	friendly, welcoming
3	influenced	c	not often
4	dramatist	d	dramatic
5	pioneer	e	trying new things, 'ground-breaking'
6	rarely	f	funny
7	renowned	g	playwright
8	hospitable	h	well-known, respected

2 Check the meaning of these words in your dictionary and put them in complete sentences.

1 repressed

____

2 victimized

____

3 resemble

____

4 dominant

____

3 Answer the questions below.

1 Why is the bus carrying a dead body?

____

____

2 Why does Hameed want to throw the corpse out of the bus?

____

____

3 Why does Majeed refuse to do this?

____

____

4 What do you think Jawad Al-Assadi is trying to get the audience to think about? What is his message?

____

____

____

____

____

____

____

____

4 **Imagine you are the director of *Baghdadi Bath*. Write about how you would direct the performance of this scene. Think about:**

- casting – which actors you would choose to play Hameed and Majeed;
- scenery;
- costumes;
- props;
- how you want the actors to say their lines;
- how you want them to move about the stage;
- which facial expressions you want them to use, etc.

The Tempest by William Shakespeare



William Shakespeare was born in 1564 in Stratford-upon-Avon in the middle of England. As a young man, Shakespeare worked as an actor before becoming the most popular playwright of his generation. Today he is still the most famous dramatist in Britain, and indeed throughout the world. His plays are performed in every major language and his poetry has also been widely translated.

The Tempest was written in 1610–1611. It was first performed at the Royal Court of King James, and later performed again to celebrate the marriage of his daughter, Elizabeth (later Queen Elizabeth I). It is often thought of as Shakespeare's farewell to the stage, because it is probably the last play Shakespeare wrote by himself. (He is known to have written some plays with other playwrights such as Thomas Middleton and John Fletcher.)

The Tempest is a Renaissance comedy, but this does not mean it is simply funny. A comedy, at this time, is a play that can include humour but the important thing is that it ends happily – usually with one or more marriages for the main characters.

The extract below is taken from Act I, Scene ii, in which Caliban argues with Prospero. Prospero is a magician, and the most powerful person in the play. Caliban is his servant, and a dark and complex character often called a 'monster' by the others. The fact that Caliban is a native of the island and the other characters are colonizers is a key theme in the play. In his first speech to his master, Caliban argues that Prospero has stolen the island from him. Caliban's second, short speech is one of the most famous in the play and indeed in English literature.

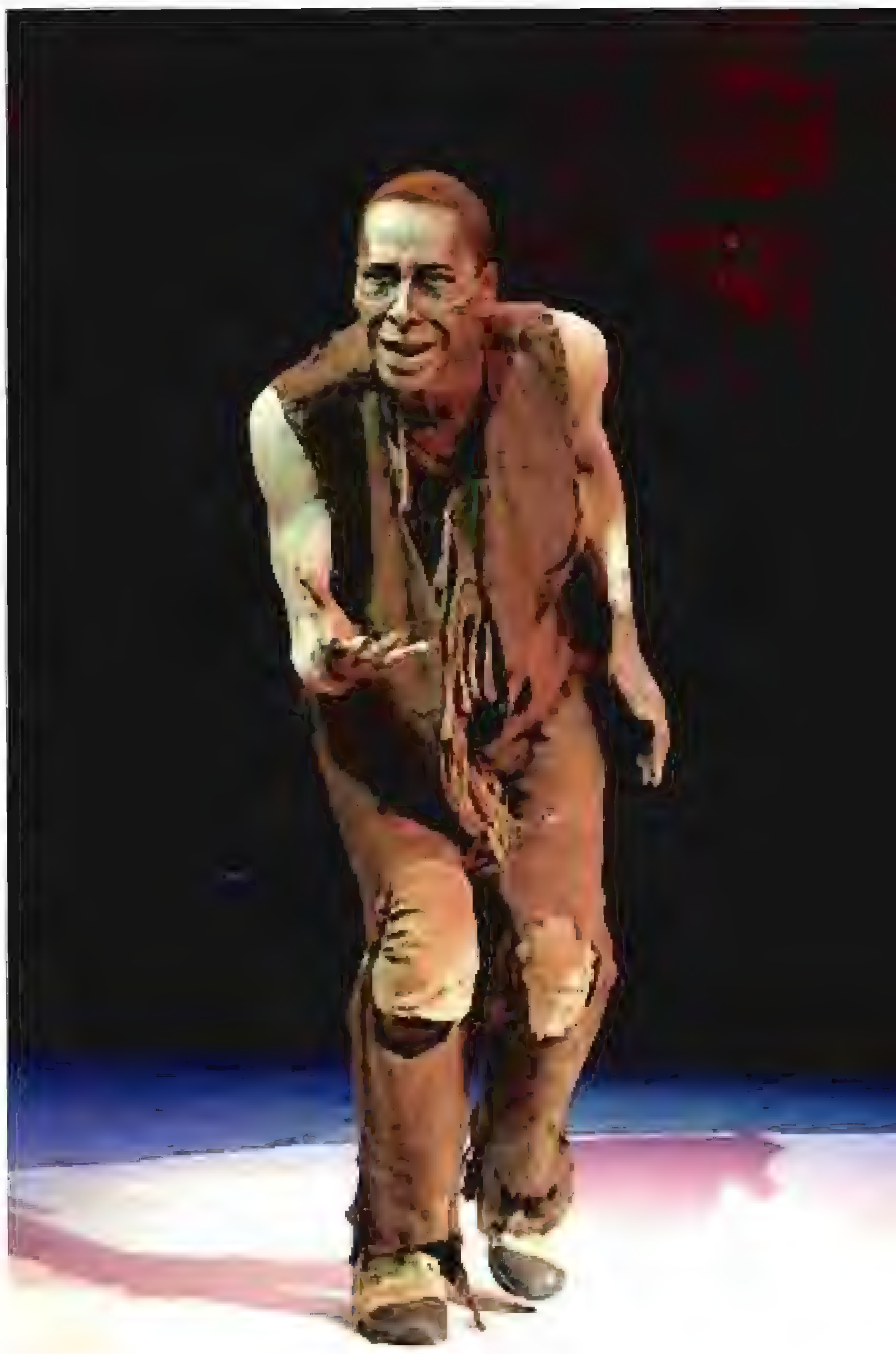
Extract from *The Tempest* (Act I, Scene ii)

Caliban: This island's mine, by Sycorax my mother,
Which thou takest from me. When thou camest first,
Thou strokedst me and madest much of me, wouldst give me
Water with berries in't, and teach me how
To name the bigger light, and how the less,
That burn by day and night: and then I loved thee
And show'd thee all the qualities o' the isle,
The fresh springs, brine-pits, barren place and fertile:
Cursed be I that did so! All the charms
Of Sycorax, toads, beetles, bats, light on you!
For I am all the subjects that you have,
Which first was mine own king: and here you sty me
In this hard rock, whiles you do keep from me
The rest o' the island.

[*In modern English:* This island belongs to me. My mother, Sycorax, left it to me, but you've taken it. When you first came here, you were nice to me and took care of me. You gave me water with berries in it. You taught me the names for the sun and the moon. I loved you then. So I showed you all the qualities of the island: the freshwater springs, the saltwater pits, the barren places, the fertile places. I curse myself that I did that! I curse you with Sycorax's magic spells: plagues of toads, beetles and bats. I am your only subject on this island; you are my only king. But you imprison me in this cave and don't let me go around the rest of the island.]

[...]

Prospero: Abhorred slave,
Which any print of goodness wilt not take,
Being capable of all ill! I pitied thee,
Took pains to make thee speak, taught thee each hour
One thing or other: when thou didst not, savage,
Know thine own meaning, but wouldst gabble like
A thing most brutish, I endow'd thy purposes
With words that made them known. But thy vile race,
Though thou didst learn, had that in't which
good natures
Could not abide to be with; therefore wast thou
Deservedly confined into this rock,
Who hadst deserved more than a prison.



[*In modern English:* You hateful slave, you can't be made good, you are capable of all evil. I pitied you, worked hard to teach you to speak, and taught you new things all the time. You didn't know what you were saying, and would speak like an animal. I helped you find the right words. But you have bad blood in you. However much you learnt, good people did not want to be near you. So you had to be locked up in this cave. You deserve worse than prison.]

Caliban: You taught me language; and my profit on't
Is, I know how to curse. The red plague rid you
For learning me your language!

[*In modern English:* You taught me language, but all I can do with it is swear and curse. I curse you for teaching me your language!]

1 **Read the extract aloud in Shakespeare's words. Many of the phrases are difficult even for native English speakers to understand, so do not worry about meaning now. Do you like the sound of the lines? Why, or why not? Discuss with your partner.**

2 **Work with your partner to interpret and perform the extract. Decide how you will say the lines and what body movements and facial expressions you will use.**

Checklist for written work

Planning your work

- Read the question carefully. Underline the important parts. Do you understand it? If it is not clear, then ask your teacher.
- Brainstorm as many ideas as you can of what you are going to write about. Write them down as a list or mind map.
- Look up any vocabulary that you are unsure of.
- Select the ideas you want to use and delete any that are not relevant. You don't have to use everything.
- Put your ideas into a logical order and group ideas that go together in sections.
- If you can, find a model text and look at the style and layout. Are there any phrases or vocabulary that you can adapt for your own work? (Be careful not to copy chunks of the model text without changing it though.)
- Think about who you are writing for and decide on the style and layout. For example, if you are writing a letter to a friend, the style will be different to a formal letter and the layout will be different to a story.

Writing and revising your work

- Use the ideas from your planning to write the first draft. Don't worry too much about accuracy or choosing the right words.
- Remember to start a new paragraph every time you move on to a new idea or topic.
- Read through your first draft and check that you have answered the question correctly.
- Decide if you want to delete, change or add any more ideas.
- Decide whether you want to change the paragraphing or the order of the ideas.
- Check that you have linked your ideas using connecting words and phrases (e.g., *first, next, then*, etc).
- Write a second draft more carefully and slowly. Make sure your writing is clear.

Editing your work

- Read through your work. Check you have answered the question correctly, every sentence is clear, the grammar is correct, you have used suitable vocabulary and linking words, the spelling is correct. (Check with a dictionary.)
- Show your work to your family or a friend and see if they can help you edit it.
- Editing tip: You could try reading the text in reverse order, starting with the final sentence and working backwards to the first sentence. This will stop you being distracted by the content and allow you to focus on technical details.

Transcript

Unit 1 Lesson 1

Section 1

Listen and read.

Fareed: *Why are you writing to your mother? You live in the same house. And you see her every day.*
Alex: *I know, but it's Mother's Day tomorrow.*
Fareed: *Tell me more about it.*
Alex: *Well, it's a day in the spring when you say thank you to your mother for everything. Most people give their mother a card and a present.*
Fareed: *Really? What have you got for her?*
Alex: *Flowers and chocolates.*
Fareed: *Is there a poem in your Mother's Day card?*
Alex: *Yes. Listen to this. 'On this special day, I'm writing to say, you're the best mother in every way.'*
Fareed: *That's nice.*
Alex: *Don't you send Mother's Day cards in Iraq?*
Fareed: *Are you joking? We send birthday cards and Eid cards but we never send Mother's Day cards.*
Alex: *Where are you going, Fareed?*
Fareed: *To buy a Mother's Day card for my mum. She's also the best!*

Section 2

A Listen and repeat.

Voice: *I know, but …*
Listen to this.
Are you joking?
Really?
That's nice.

Unit 1 Lesson 2

Section 3

A Listen and repeat the adjectives from Samira's e-mail.

Voice:
1 *patient*
2 *kind*
3 *generous*
4 *fortunate*
5 *traditional*
6 *bossy*
7 *sociable*
8 *bad-tempered*
9 *easy-going*
10 *calm*

Unit 1 Lesson 3

Section 4

Listen and check your answers.

Hadi: *Hello, Mum. I've got a problem.*
Mum: *What's the matter, Hadi?*
Hadi: *I've had a scooter accident.*
Mum: *Oh no! Are you OK?*

Hadi: *Yes, I'm OK, Mum. Honestly!*
Mum: *Have you hurt yourself?*
Hadi: *Not really. I haven't hurt myself badly. I've only broken my glasses and cut my hand.*
Mum: *Oh, Hadi, I really hate that scooter of yours.*
Hadi: *Mum, please calm down. It's not very serious.*
Mum: *How did it happen?*
Hadi: *A cat ran in front of the scooter. I tried to stop but the road was wet and I crashed into a tree.*
Mum: *I'm coming to help you now. Where exactly are you?*

Section 5

B Listen and repeat.

Voice: *What's the matter?*
Honestly!
Are you OK?
Not really.
Please calm down.

Unit 1 Lesson 4

Section 6

A Listen and tick the things Waleed and Josie talk about.

Josie: *How long have you been in Britain, Waleed?*
Waleed: *Two weeks so far. Yes, I've got another week here before I go back to Iraq.*
Josie: *Have you had a good time?*
Waleed: *Yes, it's been great, Josie. I had a brilliant time in Scotland.*
Josie: *Really? Where did you stay?*
Waleed: *Well, I stayed in a really old castle near Edinburgh. Look, I've got a photo of it.*
Josie: *Wow! That's beautiful. I've never stayed in a castle!*
Waleed: *This castle belongs to a man called Ian Maclaren. He's a friend of my father's. The castle is about 400 years old. Oh, and people say there's a ghost in the kitchen.*
Josie: *OOOOH. A ghost! I've never seen a ghost. Did you see it?*
Waleed: *Don't be silly, Josie. I don't believe in ghosts.*
Josie: *So did you like Scotland?*
Waleed: *I really liked it. The countryside's beautiful. I love all the lakes and the mountains. It's so green.*
Josie: *That's because it's so wet. It rains a lot in Scotland, even in summer. Did it rain while you were there?*
Waleed: *Yes. It was lovely and cool and it rained almost every day. It was a nice change after the heat in Baghdad.*
Josie: *That's so funny. People in Britain love hot weather. We always complain about the rain.*
Waleed: *Look. This is the lake near Ian Maclaren's castle. In Scotland it's called a loch.*
Josie: *It looks beautiful there. Did you go swimming in the lake?*
Waleed: *Are you joking? It wasn't warm enough. But we took a*

Waleed: *boat out and went fishing. Ian's son caught a huge fish.*

Josie: *What else did you do in Scotland?*

Waleed: *The best thing was Ian's party. He invited about fifty people and we all listened to nice Scottish music. It was fun. Look, I took this photo.*

Josie: *It's a good photo. I see some of the men are wearing kilts.*

Waleed: *Kilts?*

Josie: *Yes, you know – er, they're like skirts. Scottish men sometimes wear them to parties.*

Waleed: *Oh yes! I was quite surprised at first when I saw them wearing kilts.*

Josie: *What do you think of Scottish music?*

Waleed: *I like it. In fact, I bought a CD of Scottish music. Wait a minute, I'll put it on for you.*

Section 7

B Listen again and mark the sentences true or false.

[Audio Section 7 is a repeat of the conversation in Audio Section 6.]

Unit 1 Lesson 5

Section 8

Listen and mark the sentences true, false or don't know.

Khalid: *Would you like to come to supper with us tomorrow?*

Martin: *I'd love to, Khalid. But it's Ramadan, isn't it?*

Khalid: *So?*

Martin: *Well, you're fasting, aren't you?*

Khalid: *Yes, we are. But we break our fast in the evening.*

Martin: *Oh, yes, I forgot about that. It's called* iftar, *isn't it?*

Khalid: *That's right. How did you know?*

Martin: *The receptionist at my hotel told me about it.*

Khalid: *Well, why don't you come to our house and try my mother's delicious soup and cakes? You aren't busy, are you?*

Martin: *Me, busy? Of course not. I'm on holiday.*

Khalid: *Well then, please come. My brother Hasan is going to be there. You haven't met him, have you?*

Martin: *No, I haven't.*

Khalid: *His English is even better than mine.*

Martin: *I don't believe it.*

Khalid: *Really, it's true. He lived in London for a year.*

Section 9

A Listen and repeat.

Voice: *I'd love to.*
I forgot about that.
That's right.
Of course not.
I don't believe it.

Unit 1 Lesson 6

Section 10

B Listen and check your answers.

Rana: *You're Liz Pitt, aren't you?*
Liz: *That's right.*
Rana: *I'm Rana Sami. We met in Beirut last year, didn't we?*
Liz: *In Beirut?*
Rana: *Yes. You were studying there, weren't you?*
Liz: *That's right.*
Rana: *You still don't remember me, do you?*
Liz: *No, I don't, I'm afraid. I've got a really bad memory.*
Rana: *Don't worry about it.*
Liz: *Wait a minute. I remember you now. But you weren't wearing glasses in Beirut, were you?*
Rana: *You're right. I wasn't.*

Section 11

C Listen and repeat.

Voice:
1 *You're Dave Riley, aren't you?*
2 *We met at the airport, didn't we?*
3 *You were with your uncle, weren't you?*
4 *You don't like flying, do you?*
5 *You didn't expect to meet me again, did you?*

Unit 1 Lesson 7

Section 12

Listen and complete the table.

Salwa: *This is Cool Breeze, the programme for young people who like action. I'm Salwa Bashir and today I'm talking to young people at Lake View Holiday camp. ... Hello, Huda. Are you enjoying yourself here at Lake View?*
Huda: *Yes. This place is amazing. I've been taking photos all morning. I got up at six to get the early morning light on the lake and ... er ... I took lots of pictures of birds.*
Salwa: *And you're Adam, aren't you? What have you been doing this morning?*
Adam: *I've been playing tennis. I'm really hot now and I didn't win, which is a bit annoying.*
Salwa: *Never mind! Better luck next time.*
Anne Marie: *I'm Anne Marie. I've been shopping in town all morning. I've only just got back to the camp.*
Salwa: *What did you buy?*
Anne Marie: *CDs, tennis shoes, er ... a skirt and er ... a magazine.*
Rob: *I'm Rob and this is my friend Mark.*
Mark: *Hi.*
Salwa: *Hi Rob, hi Mark. I think I can guess what you've been doing this morning! You've been swimming in the lake, haven't you?*

Mark: *Actually, we've been windsurfing. But it's not that easy.*

Rob: *Yes. Well, we're just beginners and it takes a lot of practice. You stand up for a minute then you fall in and get wet.*

Salwa: *What have you been doing, Issa? Have you cut your hand?*

Issa: *No, my hand's fine. That's just red paint.*

Salwa: *I was worried for a minute. What have you been painting?*

Issa: *I've been painting a picture of the boats on the lake. There's a fabulous art studio here.*

Salwa: *Can you show me round the art studio later?*

Issa: *Sure.*

Salwa: *Hello, Nina. How's your morning been?*

Nina: *Busy! I've been making lunch for all this lot. Anybody hungry?*

Teenagers: *Yeah! … I'm starving.*

Unit 1 Lesson 8

Section 13

B Listen and circle the word you hear.

Voice:
1 *pull*
2 *bet*
3 *pour*
4 *boring*
5 *pair*
6 *pin*
7 *pack*
8 *bought*
9 *cab*
10 *rope*

Section 14

C Listen and circle the word you hear.

Voice:
1 *cup*
2 *Sam*
3 *cut*
4 *ran*
5 *tin*
6 *gem*
7 *beg*
8 *bigger*
9 *last*
10 *step*

Unit 1 Test 1

Section 15

A Listen and complete the leaflet.

Voice: *Welcome to the Iraq Tourist Information line with news of the Babylon International Festival. The Festival has been going since 1987 and attracts artists, musicians, writers and actors from all over the world. This year, the festival opens on Monday 5th May with a magnificent fireworks show in the city centre at 9 p.m. Top attractions include an Iraqi version of the world-famous Shakespeare play,* Hamlet, *on Monday. The performance starts at 6 p.m.*

Tickets are 20,000 Iraqi dinars for adults and 10,000 Iraqi dinars for children under 13 and students.
And on Sunday, an exhibition of Babylon archaeology starts at the Ninimach Temple Hall. This exhibition opens at 11 a.m. and continues until 4 p.m. Entry is free. The exhibition will be open every day except Thursdays throughout May and June.

That's very important.
Mike: *Do children get presents?*
Sa'eed: *Yes. In fact, everyone in the family gives each other presents.*
Mike: *What about food? Is there a special meal?*
Sa'eed: *There certainly is. The whole family has a really big meal.*
Mike: *And how do you greet each other on Eid al Fitr?*
Sa'eed: *We say 'Eid Mubarak'.*
Mike: *Eid Mubarak, Sa'eed!*

Unit 1 Further Practice 1

Section 16

C Listen and check.

Mike: *Is it a holiday? Everyone looks really happy.*
Sa'eed: *Yes, it's Eid al Fitr today.*
Mike: *Eid al Fitr? What's that?*
Sa'eed: *It's the festival just after Ramadan.*
Mike: *So how exactly do you celebrate it?*
Sa'eed: *Well, ten days before the end of Ramadan, people start decorating their houses and buying presents.*
Mike: *But what do you do on the big day itself?*
Sa'eed: *Well, first we put on our best clothes and go to the mosque for prayers.*
Mike: *Then what?*
Sa'eed: *We give money to charity.*

Unit 1 Further Practice 2

Section 17

Voice: *Eid*
Now that Ramadan has passed
It's time for us to break our fast,
We should wear our very best
And celebrate with all the rest.

We wake up early, then we eat
Some dates or raisins, something sweet.
Next, to mark this special day,
We all go to the mosque to pray.

We praise and thank God through our prayer,
And think of Muslims everywhere,
Pay the zakat: food or money:
A bag of wheat, a jar of honey.

Then it's time to have some fun
With parents, neighbours, everyone.
Sharing what we have to eat:
Cakes and pastries, fish and meat.

If there's been trouble or a fight
Then Eid's the time to put it right.
Happy friends walk in the street
With gifts for everyone they meet.

Section 18

C Listen and practise the pronunciation.

Voice: *start, father, card*
meet, feet, see
boot, fruit, true
trap, hand, ankle
lot, dog, cost
sit, picture, magic

Section 19

D Listen and check.

Voice: 1 *half*
2 *map*
3 *fox*
4 *live*
5 *moon*
6 *traffic*
7 *please*
8 *clock*

Section 20

E Listen. When you hear the number, read out the word. Then listen and repeat.

Voice: 1 [pause] *started*
2 [pause] *bossy*
3 [pause] *lose*
4 [pause] *sorry*
5 [pause] *weekend*
6 [pause] *anybody*
7 [pause] *happy*
8 [pause] *Ramadan*

Unit 2 Lesson 1

Section 21

Listen and match each speaker to a picture.

Simon

Simon: *I got a mobile from my father when I started secondary school. I use it mostly to send text messages. I like sending texts and getting texts. I always try to find new ways of using letters and numbers in my texts. It's fun … er … like a new language.*

Kamal

Kamal: *I bought my mobile with my own pocket money. I don't use it to chat much but I play a lot of games on it. I like playing them when I go on long car trips with my parents. This is my favourite game. It's called 'Snake'.*

Amna

Amna: *My parents gave me a mobile phone for my birthday. I use it all the time, but not at school, of course. I love chatting to my friends. My parents like me having a mobile because I can keep in touch with them wherever I am. Yesterday, for example, I went to my friend's house after school. I called my mother from the bus and told her I'd be late. … I bet that's her now! Hello? … Oh hi, Mum, I thought it would be you …*

Ameera

Ameera: *My parents bought me a laptop computer when I got a place at medical school. They thought it would be really useful. And they were right. I always write my essays on it. I also use it to do research on the Internet and to send and receive e-mails. The great thing about a laptop is that, well, you can use it anywhere – in cafés and libraries and on the train, as well as at home.*

Aziz

Aziz: *It's my birthday today. Some of my friends sent me birthday cards in the post, but I also received a few e-cards. You know – electronic cards that come by e-mail. This one is from my sister Nadia. It's so funny. You hear a tune and the bird does a little dance!*

Nisrin

Nisrin: *My mobile has a camera which I use all the time. It's brilliant. You can take pictures or … er … make tiny films with it. Yesterday I took this really nice photo of my brother Ali. He didn't like it much. He said it was too close.*

Section 22

A Listen and check your answers.

Amna: *My parents gave me a mobile phone for my birthday.*

1 *Yesterday, for example, I went to my friend's house after school. I called my mother from the bus and told her I'd be late.*

Simon: 2 *I got a mobile from my father when I started secondary school.*

Nisrin: 3 *Yesterday I took this really nice photo of my brother Adel. He didn't like it much. He said it was too close.*

Kamal: 4 *I bought my mobile with my own pocket money.*

Ameera: 5 *They thought it would be really useful. And they were right.*

Aziz: 6 *Some of my friends sent me birthday cards in the post, but I also received a few e-cards.*

Section 23

C Listen and check your answers. Then listen and repeat.

Voice: 1 *phone game*
2 *laptop computer*
3 *mobile phone*
4 *camera phone*
5 *text message*
6 *pocket money*
7 *birthday card*

Unit 2 Lesson 2

Section 24

Listen and read.

Ammar: *Hurry up! We're going to be late.*
David: *My hair's still wet.*
Ammar: *Here! Don't waste time with a towel. Use this hairdryer.*
David: *Is this thing yours?*
Ammar: *Of course not. It's my sister's.*
David: *How does it work?*
Ammar: *It's simple. Plug it in and turn it on.*
David: *Turn it on?*
Ammar: *Yes. Press the black button to turn it on.*
David: *But what's this red button?*
Ammar: *The red button has got three positions. If you push it down, you get cool air. If you keep it in the middle, you get warm air. And you get hot air if you push it up.*
David: *OK. I suppose I want cool air, don't I?*
Ammar: *No. Don't use the cool setting. It's best to select hot if you want your hair to dry fast.*
David: *You really know a lot about it, don't you? Are you any good at fixing computers?*

Section 25

A Listen and repeat.

Voice: *Hurry up!*
Here!
Of course not.
How does it work?
It's simple.

Section 26

E Listen and mark the stress on the words in bold.

Voice: 1 *Whose is this washing machine?*
Whose is this old machine?
2 *Did she get lots of birthday cards?*
Did she get lots of pretty cards?
3 *How much pocket money did you get?*
How much foreign money did you get?
4 *I've just had a long message from him.*
I've just had a text message from him.
5 *Do you want to play a different game?*
Do you want to play a computer game?

Section 27

Listen to three messages left on answerphones and answer the questions.

Call 1

Recorded voice: *Welcome to the Zmobile voicemail service. I'm sorry but the person you called is not available. Please leave your message after the tone.*

Josie: *Hi, Nadia. Josie speaking. Isn't it great the exams are over? I feel so much better now. Holidays at last! Anyway, that's not what I rang to say, obviously. Um, I just wanted to invite you to come on a picnic on Saturday the 18th of May. It'll be me, my sister, my cousin Jade and you, hopefully. Um, we're going to meet at the bus stop by the cinema at eleven. Hope you can come. Well, anyway, give me a ring this evening around seven.*

Call 2

Recorded voice: *This is 0230-789-2213. I'm afraid Martin Atwood and Dave Gadsby are out. Please leave a message and we'll get back to you as soon as possible. Please speak after the tone.*

David: *Hello. This is a message for Martin Atwood. My name's David Anderson. I saw your advertisement in the paper for the ... er ... motorbike you're selling. It was in the Western Gazette on Monday, I think. Anyway, I'm interested in buying it. Is it still for sale? If it is, I'd like to come and see it this evening or ... tomorrow. When would be the best time for you? Could you give me a ring on 0206-434-911? That's 0206 ... 434 ... 911. Thank you.*

Call 3

Recorded voice: *Thank you for calling International College. The office is now closed. Our working hours are Monday to Saturday, 9 a.m. to 8 p.m. If you are calling to enquire about classes, please leave your name, number and a brief message after the tone and we will get back to you as soon as possible. Please speak clearly after the tone.*

Salwa: *This is Salwa Halabi. Sorry to trouble you, but I'm not calling to enquire about classes. I've got a bit of a problem. I'm in the advanced English class on ... er ... Wednesdays and Fridays. My teacher is Mrs Howarth. I'm calling because I think I left my purse in ... er ... Room 45 after the lesson on Friday. It contains money and ... er ... a travel pass. If you find it, could you ring me as soon as possible? My phone number is*

0787-050-527. I'll repeat that. 0787 … 050 … 527. Thank you.

Unit 2 Lesson 7

Section 28

B Listen and check your answers.

Noor: *Would you like to go for a walk to the shops?*

Katie: *Not really. I don't feel like it. It's so hot today.*

Noor: *We can walk to Abu Nawas Park. It's nice and cool there.*

Katie: *But that's such a long way to walk.*

Noor: *Don't be so lazy! You'll like it when we get there. It's so lovely and shady under the trees.*

Katie: *Oh, Noor, why don't we go tomorrow?*

Noor: *No, tomorrow's Friday and it'll be really crowded.*

Katie: *How do you know?*

Noor: *I went there last Friday with Latifa and it was so crowded that we couldn't get a seat in the shade.*

Katie: *You're exaggerating a bit, aren't you?*

Noor: *No, really. There were such long queues at the drinks stalls that we nearly died of thirst.*

Katie: *OK. Let's go. But let's go for a drink and an ice-cream first to give us energy.*

Noor: *Honestly, Katie, it's just a walk to the park, not a trip across the Sahara!*

Katie: *I know. But I really feel like an ice-cream.*

Noor: *OK. We can have one at the Oasis Café.*

Katie: *That's a really good idea. Let's go in ten minutes.*

Section 29

Listen and mark the links in the sentences below.

Voice:
1 *It's nice and cool there.*
2 *You'll like it.*
3 *We couldn't get a seat in the shade.*
4 *You're exaggerating a bit, aren't you?*
5 *There were such long queues at the drinks stalls.*
6 *Let's go for a drink and an ice-cream first.*
7 *It's just a walk to the park, not a trip across the Sahara!*
8 *But I really feel like an ice-cream.*

Section 30

Listen and repeat the sentences.

[Audio Section 30 is a repeat of Audio Section 29.]

Section 31

B Listen and match two opinions to each speaker.

Salma: *Welcome to 'Talk Time', the radio programme where you tell us what you think. I'm Salma Shafiq and with me in the studio are Ryan, Jade, Nahid and Liam. Liam, what are your views on advertising?*

Liam: *I think it makes people discontented.*

Salma: *Discontented?*

Liam: *Yes, discontented. People look at advertisements and they are not content with their own lives.*

Salma: *What do you mean exactly?*

Liam: *Well, people see beautiful people and perfect homes and … er … expensive things in the adverts. Then they think that their families, their homes and … er … they themselves aren't good enough.*

Salma: *What do you think about advertising, Jade?*

Jade: *I think the adverts at the cinema are often funny or clever, or even beautiful. And I enjoy watching them.*

Salma: *Nahid, what's your opinion?*

Nahid: *I think advertisements are a waste of time and money. They cost a lot to make. And … er … who pays the price in the end? We do, whenever we buy a product. If companies didn't spend millions on advertising a product, the product would be cheaper.*

Salma: *What do you think, Ryan?*

Ryan: *I agree with Jade that adverts can be really fun. And I also think they're useful for telling us about new products. I mean, without ads, we wouldn't know about new products, new restaurants or new cars.*

Salma: *Do you think there's a bad side to advertising?*

Ryan: *Yes, I do. Er, I think they make people buy things they don't really need. I know someone who bought a new camera after seeing an advert. He didn't need a new camera. He never uses it.*

Salma: *Nahid, have you ever bought something you didn't need because of an advert?*

Nahid: *Yes, when I was a kid. I always bought the crisps and sweets and chocolates that were in adverts on TV. They were very bad for my teeth. They shouldn't make adverts that are specially for children. Children are easy to persuade. The government shouldn't allow advertising that is aimed at children.*

Salma: *Do you want to add anything to that, Liam?*

Liam: *Yes. I think all governments should ban cigarette advertising. In some countries, young people see cigarette adverts and … er … they think*

smoking is cool and attractive. Smoking is bad for your health. The cigarette adverts should show sick people in hospitals, not attractive people smiling at parties.

Salma: *Good point, Liam. Jade, have you got anything else to say?*

Jade: *Yes. I don't like the way they use women in advertisements. The women in adverts are never very clever. They're pretty and sweet and they smile a lot. But usually they don't have good jobs. In adverts women are always cleaning their houses and … er … washing their children's clothes. Why can't we see smarter women working in hospitals and schools or in the government?*

Salma: *Well, that's all we have time for today. Do you want to take part in 'Talk Time?' If you want to tell us your views on something, give us a ring on 0874 …*

Section 32

C Listen again and complete these sentences.

[Audio Section 32 is a repeat of the discussion from Audio Section 31.]

Unit 2 Lesson 10

Section 33

Listen and read.

Mrs Crosby: *Hello, Anna Crosby here. Who's speaking, please?*

Ammar: *Hello, Mrs Crosby. This is Ammar.*

Mrs Crosby: *Oh, hello, Ammar. How are you?*

Ammar: *I'm fine, thanks, Mrs Crosby. Is David there, please?*

Mrs Crosby: *I'm afraid he isn't, Ammar. He went out with Rob at about eight this morning.*

Ammar: *Did you say with Rob?*

Mrs Crosby: *Yes. I think they were going fishing. Rob's father was going to drive them to the lake.*

Ammar: *Oh no! They must have forgotten about the match.*

Mrs Crosby: *No, they knew about the match. I heard them saying they had a match at three.*

Ammar: *But it's three fifteen now. And they still aren't here.*

Mrs Crosby: *They might have had a problem with the traffic.*

Ammar: *But why hasn't Dave phoned? He's got a mobile. He always has it with him.*

Mrs Crosby: *He must have left it at home this time.*

Ammar: *They can't all have forgotten to take their mobiles.*

Mrs Crosby: *They must have. Typical! When those three go fishing, they forget about everything else.*

Unit 2 Test 1

Section 34

A Listen and complete the notes.

Receptionist: *Hello. Palm Trees Sports Club. How can I help you?*
Adam: *Oh, hello. I'm interested in joining the club. Could you tell me a little more about it?*
Receptionist: *Well, what would you like to know?*
Adam: *First of all, is there a swimming pool?*
Receptionist: *Yes, there is. We have a 50-metre outdoor pool.*
Adam: *A 50-metre pool! That's great! And do you have any classes?*
Receptionist: *Yes, of course. We have fitness classes every day, as well as swimming classes and yoga.*
Adam: *Have you got any tennis courts?*
Receptionist: *Yes. We've got some very good tennis courts, and tennis coaches.*
Adam: *How many courts are there?*
Receptionist: *We've got six outdoor tennis courts and two indoor ones.*
Adam: *And what are the club opening times?*
Receptionist: *Weekdays we open at seven a.m. and close at ten p.m.*
Adam: *So weekdays you're open from seven in the morning to ten at night?*
Receptionist: *That's right.*
Adam: *And weekends?*
Receptionist: *On Saturday and Sunday, we open at eight in the morning and close at nine in the evening.*
Adam: *How much does the club cost?*
Receptionist: *It's forty pounds a month.*
Adam: *I'm sorry. I didn't hear that.*
Receptionist: *The full price is forty pounds a month.*
Adam: *Oh. Is it the same price for students?*
Receptionist: *No. Students pay twenty-five pounds a month. And another thing. At the moment we are doing a special promotion.*
Adam: *A special promotion?*
Receptionist: *Yes. We are giving away free guest passes if you join before April 30th.*
Adam: *Er ... What do you mean 'free guest passes'?*
Receptionist: *Well, as I was saying. If you join before April 30th, we give you fifteen free guest passes. With a guest pass, you can bring a friend with you to use the club, completely free.*
Adam: *So I can bring a guest free fifteen times?*
Receptionist: *Yes. Shall I send you an information pack?*
Adam: *Yes, please. That would be really useful.*
Receptionist: *Can I have your name and address, please?*
Adam: *Yes. I'm Adam Saleh. That's S A L E H.*
Receptionist: *And your address please?*
Adam: *Er ... 13 King Street.*
Receptionist: *Did you say 13 King Street?*
Adam: *Yes, that's right. 13 King Street, London, SW14 9DR.*
Receptionist: *Can you repeat the postcode, please?*
Adam: *Yes. SW14 ... 9DR.*

Receptionist: *OK, Adam. I'll post that to you today.*
Adam: *Thanks very much. Bye.*
Receptionist: *Goodbye.*

Unit 2 Further Practice 2

Section 35

B Listen and check.

Voice: 1 /ɑː/
2 /iː/
3 /uː/
4 /æ/
5 /ɒ/
6 /ɪ/

Section 36

C Listen and practise the pronunciation.

Voice: /ə/ *about, correct, American*
/ɜː/ *turn, bird, person*
/ɔː/ *water, court, or*
/ʊ/ *foot, put, would*
/ʌ/ *but, cut, come*

Section 37

D Listen and check.

Voice: 1 *turn*
2 *foot*
3 *nut*
4 *person*
5 *more*
6 *taught*
7 *become*
8 *sister*
9 *couldn't*
10 *worry*

Section 38

E Listen. When you hear the number, read out the word. Then listen and repeat.

Voice: 1 [pause] *football*
2 [pause] *funny*
3 [pause] *dirty*
4 [pause] *enough*
5 [pause] *understood*
6 [pause] *floor*

Unit 3 Lesson 1

Section 39

Listen and check.

A

Voice 1: *The giant panda eats only bamboo. So it cannot survive if its special habitat is destroyed. The panda used to be widespread across China and neighbouring countries. But today it lives in just six small areas in the centre of China. A lot of conservation work is being done to save this wonderful animal.*

B

Voice 2: *After years of persecution, there are now fewer than 700 mountain gorillas left in the wild. They live in just three small areas in Rwanda and Uganda, in the centre of Africa. The recent civil war in Rwanda had a damaging effect on the gorilla population.*

C

Voice 1: *The black rhino used to live all over Southern Africa, except in the tropical forest of the Congo. But it has been persecuted by hunters for 150 years, and much of its habitat has been lost. As a result, it now lives only in a number of wildlife parks in Africa. It still faces many threats.*

D

Voice 2: *The dugong is a very quiet, gentle creature – which makes it vulnerable to all sorts of threats. It was thought to be close to extinction, though some new populations have recently been discovered. It lives along coasts around the Indian Ocean and the north of Australia. A very important area for the dugong is the Arabian Gulf, around Bahrain, Iraq and the UAE. Sadly, it is difficult to see this charming animal, as it is very shy.*

E

Voice 1: *The tiger often comes into conflict with man – and so has been hunted to near-extinction. At one time it had an enormous distribution. But today it lives in parts of India, Thailand, Cambodia and Vietnam, China and Russia. There are also a small number in Malaysia and Indonesia.*

F

Voice 2: *The right whale is a slow swimmer and it floats after it has been killed. So it was a target for hunters for hundreds of years. Very few now survive. They live in two parts of the North Atlantic: one along the coast of the USA and Canada, and the other along the coast from Norway to Spain. Unfortunately, their population is showing little sign of recovery.*

Unit 3 Lesson 3

Section 40

B Read and listen to this sentence.

Voice: *If you call Mariam, she will help you with the homework.*

Section 41

Listen and repeat the sentences.

Voice: *If the tickets are too expensive, we won't go to the concert.*
If the shops are shut, I'll be annoyed.

Unit 3 Lesson 4

Section 42

A Listen and check. As you listen, take notes.

Voice: *Can Fuad's phone be recycled?*

At the factory, they make the mobile phone and its battery. They use plastic and a number of different metals. Some of these metals – for example, lead, cadmium and mercury – are toxic.

At the shop, Fuad buys a lovely new mobile phone. He is very pleased with it. It has a camera, games and great ringtones!

Fuad uses his mobile phone a lot. He also lends it to his sister Noura when she goes out. He lets his little brother Tariq play games on it.

Tariq drops it – twice. Noura drops it once. It still works, but it doesn't look very good.

After two years, the battery stops working. A new battery is expensive. So Fuad takes the old phone back to the shop.

They send it to the recycling centre.

At the recycling centre, they break the phone into parts.

They send the plastic to the rubbish dump.

They send the metal parts to be recycled.

At the factory, they use the recycled metal to make a new phone.

Unit 3 Lesson 5

Section 43

B Listen and check your answers.

Professor: *People ask, 'Why should we recycle things?' They say that recycling makes a lot of extra work – we have to take our rubbish to different bins. And things like paper and glass are cheap, so what's the problem? Well, I say to those people: there are two good reasons why we should recycle paper, glass, metal – and perhaps other things, too. The first reason is this: the rubbish dumps near our towns and cities are getting bigger every year. These dumps are dirty and dangerous. We are destroying the beauty of our country.*

The second is an economic reason: let's take paper as an example. To make paper, they

cut down trees in Norway or Canada, a very long way away. They make the paper, and then they carry it thousands of miles to us – that uses a lot of oil. We use the paper once, and then we throw it away. Instead, we should use the old paper to make new paper; it is a cheap and easy process. If we do this, we will save money and protect the environment.

Unit 3 Lesson 7

Section 44

Listen to the volunteers talking to Mr Obuya. Who offers to do what?

Mr Obuya: *Right, Victoria, what are you doing today?*
Victoria: *Shall I feed the baby lion?*
Mr Obuya: *I'm sorry, Victoria. I've done that already.*
Victoria: *Oh, well. Would you like me to type the list of animals into the computer?*
Mr Obuya: *Yes, please.*
Victoria: *And then shall I work in the car park, showing people where to park?*
Mr Obuya: *OK, that's fine. And what about you, David?*
David: *Well, you know that table in the picnic area with the broken leg?*
Mr Obuya: *Yes.*
David: *Would you like me to fix it?*
Mr Obuya: *Good idea. And after that?*
David: *If you're going out, shall I drive the Land Rover for you?*
Mr Obuya: *No way! I'll drive myself, thank you!*
David: *OK. In that case, shall I clean the windows of the minibus?*
Mr Obuya: *Yes, you do that, David. Now, Habib, what jobs shall I give you?*
Habib: *Well, the 'no smoking' sign has disappeared. Would you like me to make a new one?*
Mr Obuya: *No, thanks. I found that this morning, on the ground behind the office. Er ... What about the fence around the campsite?*
Habib: *Oh, yes, Mr Obuya. Shall I check it?*
Mr Obuya: *Yes. Check it very carefully. It's dangerous if it's broken and animals can get in.*
Habib: *And then shall I clear up the picnic area?*
Mr Obuya: *Very good idea, Habib. It's a terrible mess, isn't it?*

Section 45

A Listen and repeat.

1

Voice 1: *Shall I feed the baby lion?*
Voice 2: *I'll do it myself, thank you.*

2

Voice 1: *Shall I work in the car park?*
Voice 2: *Yes, please.*

3

Voice 1: *Would you like me to fix it?*
Voice 2: *Good idea.*

4

Voice 1: *Would you like me to help?*
Voice 2: *No, thanks.*

Unit 3 Lesson 8

Section 46

A Read and listen to four more conversations between Mr Obuya and Victoria.

Conversation 1

Mr Obuya: *It's not acceptable for members of the public to make noise around the birds' nests.*
Victoria: *You mean tourists must keep quiet there.*
Mr Obuya: *That's right.*

Conversation 2

Mr Obuya: *Put all the rubbish from the car park in the bins, and take the bins away.*
Victoria: *Where do I put the bins?*
Mr Obuya: *Behind the café, OK?*

Conversation 3

Mr Obuya: *We need to record the number of giraffe calves in the reserve this week.*
Victoria: *Do you mean we need to count the baby giraffes?*
Mr Obuya: *Yes.*

Conversation 4

Mr Obuya: *The satellite tracking program isn't working properly.*
Victoria: *Is it switched on?*
Mr Obuya: *I'll check.*

Section 47

B Listen to Mr Obuya's sentences (A to E), and match them to Victoria's answers (1 to 5) below.

Mr Obuya: A *Take the minibus to the petrol station and fill it up.*

B *The gorilla should be treated with caution – it can react badly if it is disturbed.*

C *If you look after a baby lion, it becomes imprinted on humans. It prefers human society.*

D *I want you to lock the gates of the car park at closing time.*

E *This wildlife reserve would not be able to operate without the financial contributions made by the tourists.*

Unit 3 Lesson 9

Section 48

A Read and listen to the interview in the Student's Book.

WCTB: *Terry, you've been looking at the new cars on the market. What do you think?*
Terry Garcia: *Well, I like the new hybrid cars – especially Ford and Toyota.*
WCTB: *They're pretty expensive, aren't they?*

TG: *They're not cheap. But I expect I'll buy one anyway. I live in Los Angeles, and we have a big pollution problem there.*

WCTB: *The smog?*

TG: *Not just the smog. There are almost four million people in Los Angeles – and everyone drives a car.*

WCTB: *Do you think hybrid cars will help?*

TG: *Oh, yes. They will definitely make things better. In the city, you use the electric motor, so there's no pollution at all.*

WCTB: *Why not get an all-electric car, then?*

TG: *Well, the batteries are not good enough for long journeys, that's the problem. I often drive to my sister's place in San Francisco, for example. That's nearly 650 kilometres.*

WCTB: *And the hybrid car uses its petrol engine on the open road?*

TG: *Exactly. You get the best of both worlds.*

WCTB: *And can you afford the higher price?*

TG: *At the moment, yes. Unless I lose my job or something like that, I'll certainly buy a hybrid.*

WCTB: *Thank you for sharing your ideas with us, Terry.*

Section 49

B Listen and repeat.

Voice: *I expect I'll buy one.*
Exactly.
They will definitely make things better.
I'll certainly buy a hybrid.

Unit 3 Lesson 10

Section 50

C Listen to sentences 1 to 8. Write them out in full (without contractions).

Voice:
1 *They don't work very hard.*
2 *He said he'd lost his mobile phone.*
3 *People shouldn't get near the animals.*
4 *The price won't be a problem.*
5 *The shop doesn't open on Fridays.*
6 *The teacher didn't say which exercise to do.*
7 *They'd probably like this kind of music.*
8 *You'll enjoy this book very much.*

Section 51

E Listen and check.

Voice:
1 *Tigers don't normally attack people.*
2 *I thought they'd finished their work.*
3 *You mustn't think about my problems.*

4 *The oryx don't need much water.*
5 *The computers in the office aren't working.*
6 *I'd like to take a trip to the rainforest.*
7 *The football games weren't very exciting.*

Unit 3 Test 1

Section 52

A Listen to a tourist asking for information about the Mangasha National Reserve in East Africa. Fill in the factfile by writing notes or putting ticks or crosses in the boxes.

Man: *Mangasha National Reserve.*
Woman: *Hello. Can you give me some information about the reserve, please?*
Man: *Certainly, Madam. What would you like me to tell you?*
Woman: *Well, first of all, are there any hotels?*
Man: *Certainly. We have hotels in every part of the reserve – 12 altogether. But many people prefer camping, so there are 26 campsites.*
Woman: *Can we get a guide to show us around?*
Man: *Of course, Madam. But they cost $85 per day. So it's cheaper to go on a minibus tour – that's only $60 per day, with lunch included.*
Woman: *That would be in a group, then?*
Man: *Er ... yes, Madam, a group of 16 people.*
Woman: *But if we drive, will we find car parks?*
Man: *Yes, quite a lot of them. And picnic areas.*
Woman: *Are we allowed to go hunting?*
Man: *No, Madam, absolutely not. Before 1986, there was a lot of hunting here. But since then, this has been a reserve. You must not damage any of the wildlife.*
Woman: *What kind of animals are there? Do you have elephants?*
Man: *Yes, and lions, and zebras. And of course here in Mangasha we have something very special – some black rhino, which are endangered, as you probably know.*
Woman: *Do you have tigers?*
Man: *Er, I'm afraid the tiger is an Indian animal, Madam. This is Africa.*
Woman: *Oh, yes, of course. What about birds?*
Man: *The reserve is very rich in bird life. We have counted 204 species.*
Woman: *When is the best time to come?*
Man: *Well, most visitors prefer the dry season – that's from January to March. We don't get so many people between April and June – that's when it rains a lot.*
Woman: *How big is the reserve?*

Man: *Well, it's not one of the biggest. It's just over 700 square kilometres – 729 to be precise.*
Woman: *Are there any doctors, if we have an accident or something?*
Man: *Actually there's a small hospital right here next to my office.*
Woman: *Oh, that's good. Thank you very much.*
Man: *You're welcome.*

Unit 3 Further Practice 2

Section 53

B ***Listen and practise the pronunciation.***

Voice: /θ/ *thin, Earth, method*
/ð/ *then, mother, with*
/ʃ/ *rubbish, shop, population*
/ʤ/ *Egypt, fridge, cage*
/ʧ/ *which, teacher, cheese*

Section 54

C ***Listen and practise the pronunciation.***

Voice: 1 *fish*
2 *energy*
3 *rich*
4 *father*
5 *bath*
6 *tragedy*
7 *choose*
8 *another*

Section 55

D ***Listen. When you hear the number, read out the word. Then listen and repeat.***

Voice: 1 [pause] *that*
2 [pause] *think*
3 [pause] *brother*
4 [pause] *ship*
5 [pause] *switch*
6 [pause] *June*
7 [pause] *Spanish*
8 [pause] *chocolate*

Unit 4 Lesson 2

Section 56

B ***Listen to the advertisement and complete the leaflet.***

Voice: *Welcome to Red Sea Magic information line. If you take a trip in one of our glass-bottom boats, you can experience all the magic of the Red Sea without getting wet. You can see more than 1,000 species of fish while relaxing in one of our luxury boats. You'll also see nesting seabirds on Abu Minqar Island.*

We offer trips in our glass-bottom boats all through the summer season. That means every day from the first of April until the thirty-first of October. There are four trips a day. Morning trips leave at

eight and ten a.m. and afternoon trips leave at four and six p.m. All trips last three hours. Prices are 20 dollars for adults and 15 dollars for children under 12. Trips leave from the Sheraton Hotel. To book your place on a Red Sea Magic trip, please call 020 742 064. That's 020 742 064. Or come into the office at 24 Al Falaki Street. If you need more information, please visit our website on www.redseamagic.eg.

Unit 4 Lesson 3

Section 57

Listen and check your answers.

Zeina: *Come on, Helen. I know you're joking. Don't waste time.*
Helen: *I'm not wasting time. I've hurt my knee. It hurts so much that I can't stand up. …*
Zeina: *Shall I help you walk to that seat?*
Helen: *Yes, please, Zeina.*
Zeina: *If you put your arm around my shoulder, you'll be able to walk.*
Helen: *Ow! It feels really terrible if I move it.*
Zeina: *You look very white. Would you like me to get you a glass of water?*
Helen: *No, I'd prefer you to stay here with me. I think I've broken my leg, Zeina. If it is broken, I won't be able to play in the tennis competition on Saturday.*

Unit 4 Lesson 4

Section 58

Listen and match the phone calls to the pictures.

1

Raed: *Hello?*
Youssef: *Hello, Raed?*
Raed: *Hi, Youssef. How are you doing?*
Youssef: *I'm OK, thanks. Raed, could you do something for me?*
Raed: *It depends. What do you want me to do?*
Youssef: *I was wondering if you could pick my photos up from the photo shop.*
Raed: *Do you mean the one in the Centre Mall?*
Youssef: *Yes.*
Raed: *OK. When will they be ready?*
Youssef: *Well, I took them in yesterday and they said they'd be ready today.*
Raed: *Have you got the ticket for them?*
Youssef: *Yes. It's on the desk in my room. It's a long white slip of paper.*
Raed: *How much is it going to be?*
Youssef: *It's £5. But I've already paid.*

Raed: *Fine. I'll collect them for you this afternoon.*

2

Voice: *Welcome to the UGC Cinema Information line. If you want to book a ticket, press one on your phone now. If you want to hear information on films showing today, please hold on. ... Here are details of today's screenings.*
Screen 1: Alone in the Desert, Certificate 15, showing at 6.30 and 8.45.
Screen 2: Going Home, Certificate 12, showing at 1.30 and 3.30.
Screen 3: Dancing on Glass, Certificate 18, showing at 7.15 and 9.30.
Tickets for all shows are £6.50 for adults and £5 for children and students. Students must show a valid student card.

3

Mike: *1657 89732.*
Rashid: *Hello, is that Mike Holland?*
Mike: *Yes, it is. Who's speaking, please?*
Rashid: *My name's Rashid. I saw the advert in* Music Monthly *for an electric guitar. It's a blue Fender, isn't it?*
Mike: *That's right.*
Rashid: *And it's still for sale, isn't it?*
Mike: *Yes, it is. Would you like to come and see it?*
Rashid: *Well, er, how old is it? And how much are you asking for it?*
Mike: *It's only ten months old. I want three hundred pounds.*
Rashid: *Well, then, I'm definitely interested. Will it be OK if I come round this afternoon?*
Mike: *Yes. That'll be fine. Er ... would four thirty be OK for you?*
Rashid: *Yes, four thirty would be perfect.*
Mike: *And your name's Rashid, is that right?*
Rashid: *That's right. Rashid Al Dossari. That's Dossari with a double S and an I at the end.*
Mike: *OK, so my address is ...*

Section 59

Listen to Phone Call 1 again and answer the questions.

[Audio Section 59 is a repeat of Call 1 from Audio Section 58.]

Section 60

Listen to Phone Call 2 again and complete the table.

[Audio Section 60 is a repeat of Call 2 from Audio Section 58]

Section 61

Listen to Phone Call 3 again and answer the questions.

[Audio Section 61 is a repeat of Call 3 from Audio Section 58]

Unit 4 Lesson 5

Section 62

Listen and read.

Jassim: *You look angry.*
Khalil: *I am angry.*
Jassim: *Really? Why is that?*
Khalil: *Some careless person has just crashed into my car.*
Jassim: *That's so annoying!*

Unit 4 Test 1

Section 63

A Listen to a radio advertisement and complete the leaflet.

Woman's voice: *Do you hate pollution? Are you angry about the rubbish on your riverbanks? Now you have the chance to do something about it. Saturday May 13th is River Action Day. Go to the riverbank at ten o'clock in the morning. Take your friends and family with you. Together we'll collect drink cans, glass, plastic bottles and bags. We'll do something about our environment and have fun at the same time. After the work, we'll play volleyball, tennis and other games, and have swimming and running races. And at the end of the day, there'll be a free barbecue and picnic for all the helpers. See you there. Together we can clean up our country's rivers.*

Section 64

B Listen and write short answers to the questions.

1

Girl 1: *I've collected 116 plastic bottles so far.*
Girl 2: *Fantastic!*

2

Boy 1: *How long have you been here?*
Boy 2: *I've been here for an hour and a half.*

3

Boy 1: *What time did you get here?*
Boy 2: *Eleven o'clock. ... I was an hour late.*

4

Boy 2: *I've seen five people from my class so far.*
Boy 1: *Really? I saw Tariq fifteen minutes ago.*

5

Girl 1: *Are you going to stay for the picnic and barbecue?*
Girl 2: *Yes. I'm helping with the cooking. How about you? Are you staying?*
Girl 1: *Yes. It's going to be fun.*

Unit 5 Lesson 1

Section 65

Listen to some young people talking to Rob Marsden from local radio. What do they think of fast food?

R Marsden: *Hello and welcome to* Speak Out. *I'm Rob Marsden and our subject this week is fast food.*
We all know teenagers eat a lot of fast food. Sometimes it's burgers, sometimes it's pizzas, and sometimes it's fish and chips. Other favourites are kebabs, Mexican tacos and fried chicken. But do all teenagers like fast food? Let's find out what five teenagers, Latifa, Adam, Hanaa, Nasseem and Ross think.
Latifa, what do you think of fast food?

Latifa: *You don't have to pay very much for it. That's the best thing about it.*

R Marsden: *Adam?*

Adam: *It's always the same. You never get anything different. For example, if you get a burger in one town, it tastes exactly the same as a burger in another town.*

R Marsden: *Hanaa?*

Hanaa: *It's great if you're in a hurry because you never have to wait very long for it. You go in, order it and five minutes later you're eating it.*

R Marsden: *Nasseem?*

Nasseem: *I love it. I eat it two or three times a week. My favourites are fish and chips and kebabs. My mother says I should eat lunch at home, but I prefer to go to a fast food restaurant.*

R Marsden: *Ross?*

Ross: *I think fast food is very bad for you. Doctors say most fast food contains too much oil and fat. If you only eat fast food, you aren't eating enough vegetables.*

Section 66

Listen and repeat.

Boy 1: *I really like chicken, especially stewed chicken with lemon and carrots.*

Boy 2: *That sounds delicious.*

Boy 3: *Do you like fish? I love it when it's really fresh.*

Boy 4: *I don't like fish because of all the little bones.*

Boy 5: *I prefer meat to fish.*

Boy 6: *Have you ever tried Indian food? It's really hot and spicy.*

Unit 5 Lesson 2

Section 67

Listen and check your answers.

Layla: *You don't have much energy at the moment, do you, Rashid?*

Rashid: *You're right, Layla. I never feel very energetic.*

Layla: *I think perhaps you're eating*

the wrong kind of food.

Rashid: *Really?*

Layla: *Yes. Your coach and I have decided to give you a special diet. I've written a list of food that you can and can't eat. Have a look at it.*

Rashid: *This is ridiculous, Layla. I can't eat burgers. I mustn't eat chips. I must avoid fried food.*

Layla: *But there are lots of things you can eat. You can have grilled chicken, for example, with boiled potatoes and green vegetables.*

Rashid: *Can I drink lemonade?*

Layla: *No, you can't. You must drink lots of water. In fact, you should drink eight glasses of water a day. And another thing, Rashid, you shouldn't go to bed late.*

Rashid: *How many hours sleep should I get?*

Layla: *At least eight hours a night.*

Unit 5 Lesson 4

Section 68

Mariam and her brother Khaled are cooking. Listen and read. Then practise the dialogue.

Mariam: *Oh no! I've put too much salt in the stew. What shall I do?*

Khaled: *You'd better add a tin of tomatoes. That'll make it less salty.*

Mariam: *And perhaps I'd better add some potatoes too.*

Khaled: *Good idea.*

Mariam: *Shall I add some yoghurt as well?*

Khaled: *You'd better not. It'll make the stew go very white.*

Section 69

Listen and repeat.

Mariam: *This soup is a bit tasteless.*

Khaled: *You'd better add some parsley and lemon juice.*

Mariam: *That's a good idea. Why didn't I think of that?*

Mariam: *This soup is a bit tasteless.*

Khaled: *You'd better add some parsley and lemon juice.*

Mariam: *OK. And perhaps I'd better add some garlic too.*

Section 70

B Listen. Answer the questions and complete the advice.

Presenter: *One.*

Mariam: *Ow! Look, Khaled! I've cut my finger. I was grating cheese for the spaghetti and I cut my finger on the cheese grater!*

Khaled: *Is it bad?*

Mariam: *No it's not serious. But it's bleeding a little.*

Khaled: *You'd better wash it and put a plaster on it.*

Presenter: *Two.*

Boy: *(loud sniffs)*

Mother: *Are you OK, Peter?*

Peter: *Yes. I think so.*

Mother: *What do you mean, you think*

	so? Why are you crying? What's the matter?
Peter:	*It's because I'm chopping this onion. The smell of it makes me cry. I really hate chopping onions.*
Mother:	*You'd better not chop them. I'll do it for you.*

Presenter:	*Three.*
Woman:	*Shall we have lamb kebabs for supper?*
Man:	*Good idea! We can grill them on the barbecue outside.*
Woman:	*OK. I'd better look for some wood and charcoal.*
Man:	*It's OK. There's plenty of wood and charcoal out here. But I can't find any matches to light the fire.*
Woman:	*We haven't got any. You'd better use this lighter.*

Presenter:	*Four.*
Mother:	*Can you do the washing-up, please, Majida?*
Majida:	*OK.*
Mother:	*There's an awful lot to do, I'm afraid.*
Majida:	*Never mind. Where's the washing-up liquid?*
Mother:	*Next to the sink. And, Majida ...*
Majida:	*Yes?*
Mother:	*You'd better wear gloves. The washing-up liquid is quite strong. It could give you skin problems.*
Majida:	*Where are the gloves, Mum?*
Mother:	*In the cupboard under the sink.*

Presenter:	*Five.*
Little boy:	*What's that book?*
Girl:	*It's a recipe book. I want to make a chocolate cake and this book has some very good recipes. First I have to mix the butter and sugar and flour. I'll use a fork for that.*
Boy:	*Here, you'd better use the electric mixer. It's quicker and easier.*
Girl:	*Good idea. It's much better than a fork.*

Presenter:	*Six.*
Mother:	*Have you boiled the water, Nadia?*
Nadia:	*Yes, mum. And I've made the tea.*
Mother:	*Lovely. Pour me a cup of tea, please.*
Nadia:	*Ow!*
Mother:	*What's the matter?*
Nadia:	*I've burnt my finger on the teapot.*
Mother:	*You'd better put it in cold water for a few minutes.*
Nadia:	*I'll bring you your tea first.*
Mother:	*You'd better not. You might burn your finger again.*

Unit 5 Lesson 7

Section 71

Listen and read.

Layla:	*I get spots quite often. What do you think I should do?*

Suha: *If I were you, I'd wash my face three times a day.*
Layla: *OK. I'll try that.*
Suha: *And you should stop eating sugar and sweets.*
Layla: *I'm not sure about that. I tried it, but it didn't work.*

Unit 5 Lesson 8

Section 72

Listen and check your answers.

Boy: *Why don't you come with us, Halima?*
Halima: *I can't go with you. I really wish I could. I have to do my Maths homework. If only I didn't have to do it.*
Halima: *I wish I knew the answer to this Maths problem. I wish I didn't have to study Maths at school. If only I was good with numbers.*

Section 73

A Listen and match two wishes to each picture.

Presenter: *One.*
Girl 1: *I wish I didn't live in this noisy building.*
Presenter: *Two.*
Man 1: *I wish I could leave work early today.*
Presenter: *Three.*
Man 2: *I wish I had a torch.*
Presenter: *Four.*
Girl 2: *I wish I had an umbrella.*
Presenter: *Five.*
Man 1: *If only the room wasn't so hot.*
Presenter: *Six.*
Man 3: *I wish I knew how to fix this car.*
Presenter: *Seven.*
Girl 3: *If only you could come here next month.*
Presenter: *Eight.*
Man 3: *I wish somebody would come and help me.*
Presenter: *Nine.*
Girl 2: *I wish the bus would come.*
Presenter: *Ten.*
Girl 1: *If only I could get to sleep.*
Presenter: *Eleven.*
Man 2: *If only the moon would come out.*
Presenter: *Twelve.*
Girl 3: *I wish you would phone more often.*

Unit 5 Test 1

Section 74

A Listen and make notes of the reasons the girls lost the basketball match. There are five more reasons.

Carol: *How was the basketball match, Farida?*
Farida: *Terrible, Carol. We lost.*
Carol: *You lost against Kent College?*
Farida: *Yes. And I think I know why.*
Carol: *So, why did you lose?*
Farida: *I think the main reason is that we changed our captain just two days before the match.*

Carol: *Really? And what else?*
Farida: *Well, in my opinion, the second reason is this. We didn't train hard enough in the week before the game.*
Carol: *Mm, yes. Training right up to a match is terribly important.*
Farida: *And on top of that, we had a big party the night before the game.*
Carol: *A party the night before! Why?*
Farida: *I don't know. It was a very bad idea, in my view. We had a big party and went to bed late the night before the match.*
Carol: *Crazy! And I heard that Jenny had a problem with her knee as well. Is that true?*
Farida: *Yes, that's right, Carol. Jenny hurt her knee, so she couldn't play. And Jenny is usually one of our best players, you know.*
Carol: *How did Layla play?*
Farida: *Well, I'm afraid she didn't pass the ball.*
Carol: *She didn't pass the ball?*
Farida: *No, she didn't.*
Carol: *That's ridiculous.*
Farida: *I agree. But that's not the only thing. Helen fell over during the game.*
Carol: *She fell over? I don't believe it!*
Farida: *Yes, she did. Helen fell over during the game.*
Carol: *Well, I can see why you didn't win. You really did have a lot of problems.*
Farida: *Yes, we did, Carol. If only we hadn't changed captains! And if only we had trained …*
Carol: *If, if, if … I tell you what, Farida. Just forget about the match. I'm sure you'll do better next time.*

Unit 5 Further Practice 1

Section 75

B Listen to a talk about regrets. Write the correct percentages next to the headings.

Narrator: *A recent survey of a hundred people's greatest regret has revealed some interesting statistics. The survey was of British men and women aged fifty. They were only allowed to name one regret. Thirty per cent had regrets about their family life, fifteen per cent had regrets about their careers or working life and ten per cent had regrets about their health. The good news, however, is that forty-five per cent of those interviewed had no regrets at all.*

Section 76

D Listen to the rest of the talk and write the percentages next to the regrets.

In a second survey, men and women aged sixty-five to seventy were asked ten questions. There was no limit on the number of regrets. Ten per cent wished they had married someone else. Three per cent wished they had had more

children. Five per cent wished they hadn't married so young. Fifteen per cent wished they had had a different career. Forty per cent wished they had kept in contact with old friends. Thirty per cent had regrets that they had never learned to play a musical instrument. Thirty-five per cent wished they had worked harder at school or college.

Unit 6 Lesson 1

Section 77

A Listen to six different TV programmes and write the correct programme type.

One

It will be cloudy over much of England and Wales in the morning. If you want sun, Scotland will be the best place to look for it. In the afternoon, that cloud will clear away and it should be warm and sunny over the whole country, with temperatures around 18 or 19 degrees. The southwest will be a little cooler than the average, though.

Two

Host: *Rose Johnson, welcome to London.*
Rose: *Thank you, Alan.*
Host: *You've just finished a film with Tom Marconi.*
Rose: *Yeah.*
Host: *What's it like working with him?*
Rose: *Oh, he's just fantastic! I learnt so much from working with him.*
Host: *Is it true that you're coming to live in …*

Three

Man: *Oh, no! Hey, what are you doing?*
Cat: *I haven't really got time to tell you, I'm afraid.*
Man: *Hey! Come back here!*
Cat: *Oh yeah – maybe later!*
Man: *That's my fish!*
Cat: *Correction – that was your fish!*

Four

Man: *… will speak to a meeting of European finance ministers later today. Many questions are being asked about this morning's train crash in Scotland. Fiona Bright is in Glasgow. Fiona, can you tell us any more about the cause of this accident?*
Fiona: *I'm afraid not, Jeremy. The police are working hard, but they have nothing to tell us at the moment.*
Man: *Do we know how many people are injured?*
Fiona: *Yes, Jeremy. Ambulances have taken forty-one people to hospital. And, thankfully, no one has been killed.*
Man: *Have you spoken to anyone who saw the accident …*

Five

Woman: *I'm staying at the Hotel Splendid on the island of Phuket in Thailand. To get here, I flew to Bangkok and then took a short flight to Phuket. That cost £579 with British Airways. That's quite expensive, but the hotel, the food and everything else here is incredibly cheap. And it's incredibly nice! The water is warm and clean, and full of beautiful ...*

Six

Man: *We are looking today at the different ways in which spiders build their webs.There are thousands of species of spider around the world, and they construct their webs in many different ways. In fact, we ought to start by pointing out that some spider species do not build webs at all. On the island of St Kitts in the Caribbean, there is an interesting ...*

Unit 6 Lesson 2

Section 78

A Listen and complete this text about the same event as the one in your Student's Book.

Witness: *The fire started on the ground floor of number 218 Queen Street at 10.10 a.m. and it got up to the fourth floor in minutes. As soon as the police and fire brigade got here, they got everyone out of number 218 and the buildings on either side very quickly.*

A few minutes later, there was a loud bang. The police told the crowd in the street to get away from the building. They put police cars at the end of Queen Street, and they stopped people from going into the street.

By 11 o'clock, the fire seemed to be out, but the inside of the building had been completely destroyed. Ambulances took five people to hospital, but they were OK.

Unit 6 Lesson 3

Section 79

B Listen to some of William's first interview with Alan Jones. Complete the reported sentences.

One.

William: *I still live at home with my parents.*

Two.

William: *I lived in China until I was fifteen.*

Three.

William: *I've always liked writing stories. I'm no good at anything else.*

Four.

William: *I'm going to relax in Spain for a month.*

Five.

William: *After that, I'll get on with my next novel.*

Six.

William: *It'll probably be set in China.*

Seven.

William: *I can't spell, so I have to use 'spell check' a lot.*

Eight.

William: *I write in English, but I think in Mandarin.*

Unit 6 Lesson 5

Section 80

Listen to a trailer for The Spanish Captain and make notes.

Jo McGregor is brilliant as Captain Diego Santos. Emma Knightly is unforgettable as his lovely young bride in The Spanish Captain. *He is Spanish; she is English. But the year is 1588 and the two countries are at war.*

This is the beautiful story. Captain Santos has an impossible choice to make. The king of Spain tells him to go to war. His heart tells him to stay at home.

You will laugh. You will cry. You will be amazed by the fantastic special effects. You will love the wonderful music, written for this film by David Williams. You will never forget The Spanish Captain.

Section 81

A Listen to the trailer again. Write notes.

[Audio Section 81 is a repeat of Audio Section 80.]

Unit 6 Lesson 6

Section 82

B Listen and make notes of the questions Aunt Salwa asked Jameel.

1. *How tall are you?*
2. *Which year are you in at school?*
3. *What are you studying?*
4. *Do you still play tennis?*
5. *Did you receive a birthday present from me?*
6. *Have you learnt to drive yet?*

Unit 6 Lesson 9

Section 83

D Listen to Farida doing some interviews. Does she interrupt politely or not? Tick the correct box.

Interview 1

Actor: *... at the end of my last film.*

Then I moved to London, and I did some work on television. That was interesting, but not the same as making films. In London, I met Angela, and we worked together ...

Farida: *Oh, yes. I'm sorry, but is that Angela Dixon – your wife?*

Actor: *Yes, that's right. She was in the same TV film as me. It was called 'The End of the Holiday' and we thought it was ...*

Interview 2

Architect: *... lots of small buildings. You know it was difficult, as a woman, to get good work as an architect. Then in 1992, I did a job in Salzburg, on a big office ...*

Farida: *I'm sorry. Is that Salzburg in Austria?*

Architect: *Yes, in Austria. It's a really beautiful little town, with a fantastic historic ...*

Interview 3

Tennis star: *... one of my best matches. I beat Roger Federman in three sets. Then in 2002, I had my injury and I had to take a year ...*

Farida: *What injury?*

Tennis star: *Sorry?*

Farida: *I said, 'What injury?'*

Tennis star: *Oh, well, you know, I broke my ankle in the Australian Open, and it took a long ...*

Section 84

F Listen to these two questions. What do you notice about the intonation?

1 *Are you leaving today?*
2 *When are you leaving?*

Now listen and repeat.

3 *Is that your brother?*
4 *Who's that?*
5 *Do you go swimming at the weekend?*
6 *When do you go swimming?*
7 *Did Fuad go to Egypt last week?*
8 *Where did his brother go?*
9 *Are you cooking chicken for lunch?*
10 *What are you making for lunch?*

Unit 6 Revision 1

Section 85

Listen to the museum guide. Tick the things she asked or told Waleed and his friends to do.

Good morning, boys and girls. Welcome to the Egyptian Museum. My name is Mrs Al-Hamza, and I'm your guide today. First of all, I must give you a few rules. These are important, so please listen carefully. This is a very big museum, and it's easy to get lost in it. So don't walk away from the group – stay together at all times. You're allowed to talk in the museum – but not loudly, please. Last year, one school group started to sing songs! Please don't do that! You have three worksheets; you

must fill those in as we go round – not at the end of the tour. Eating and drinking is not allowed in the museum. You can take photos, but not with flash. I have your tickets, so you don't need to stop at the ticket office. Any questions? No? Good. Follow me, and I hope you enjoy the museum.

Unit 6 Test 1

Section 86

A These statements about a tennis player are wrong. Listen to a radio interview with her. Cross out the wrong word or words and note the correction as in the example. After you have listened to the interview, write correct statements.

Brian: *My name's Brian Robertson. Today I'm speaking to the tennis player, Melissa Duncan. Hello, Melissa.*

Melissa: *Hi!*

Brian: *How old are you, Melissa?*

Melissa: *I'm nineteen. Well, almost twenty, actually.*

Brian: *Are you at university?*

Melissa: *No. I started at Manchester University last year, but I couldn't study and do my tennis. I didn't have the time for both.*

Brian: *So now you're a professional tennis player?*

Melissa: *That's right. I've been professional for fourteen months.*

Brian: *Is your career going well?*

Melissa: *Yes, quite well. I've won two tournaments.*

Brian: *In England?*

Melissa: *One in England, and one in Australia.*

Brian: *Well done!*

Melissa: *So now I'm number 32 in England, and number 413 in the world.*

Brian: *That's pretty good.*

Melissa: *Thank you.*

Brian: *Does your family play tennis?*

Melissa: *Well, my parents play a bit. But they're not very good. Sorry, Mum, sorry, Dad!*

Brian: *So how did you learn to play?*

Melissa: *I had a fantastic sports teacher at school – Mrs Murphy. She saw that I was good, and advised me to get a tennis coach.*

Brian: *How old were you at that time?*

Melissa: *I was thirteen.*

Brian: *What did your parents say about it?*

Melissa: *They were great! They paid for a tennis coach for three years.*

Brian: *And what did you do after that?*

Melissa: *Then I got money from the government for coaching. Twenty young tennis players each year get this money.*

Brian: *Well, all the best this year Melissa, and thank you for talking to us.*

Melissa: *You're welcome.*

Unit 7 Lesson 1

Section 87

Listen and check your answers.

Highlights of your 3-day holiday in Lapland

Day 1

When you arrive, you will be served cold drinks in glasses made of ice.
You will be shown to your rooms and given reindeer skins and a warm sleeping bag.

Day 2

You will be taken on a reindeer sled through the cold desert of Lapland.
You will be shown how to catch a reindeer with a rope.
Dinner will be served to you in a traditional Lapland home.

Day 3

You will be driven on a dog sled to the mountains.
You will be taught how to drive sled dogs yourselves.
You will be served dinner at the Ice Hotel, in the coolest restaurant in the world.

Unit 7 Lesson 2

Section 88

F Listen and choose the correct words to end each sentence. Write the numbers 1 to 8 in the boxes.

Presenter: *One.*
Girl: *Is that restaurant quite cheap?*
Boy: *Yes. You don't need to be rich to eat there. It's really …*

Presenter: *Two.*
Girl: *He never takes exercise or does sport. And he smokes a lot. He must be very …*

Presenter: *Three.*
Girl 1: *I couldn't read that sports article. It was very long and boring.*
Girl 2: *I agree. I also thought it was …*

Presenter: *Four.*
Man: *In my opinion, your calculations are wrong and your answer is …*

Presenter: *Five.*
Woman: *You don't need to dress up tomorrow. Our parties are always very …*

Presenter: *Six.*
Man: *Rashid left home at eighteen and started his own business. He lives in his own apartment and he doesn't expect his parents to help him. He's very …*

Presenter: *Seven.*
Boy: *I don't like Adam because he's very rude.*
Girl: *I agree. He's very …*

Presenter: *Eight.*
Girl: *Tawfiq is very good at studying, but he isn't good at doing simple things. For example, he can't even fry an egg or make tea. And he doesn't know how to change the batteries in his camera. He really is …*

Unit 7 Lesson 3

Section 89

Listen and check your answers.

Dabah Jewellers
Necklaces, bracelets, rings, earrings
Every girl in Baghdad has their ears pierced here.
It's quick, clean and painless.
Special low prices for children.

Are you getting married soon?
Where are you going to have your hair done?
I can make your life easier!
Call me and you can have your hair cut, washed and styled in your own home.
I am a professional hairdresser and I specialize in hairdressing for weddings.
Jameela – 55519362

THE SNAP SHOP
Do you need to have your passport photo taken?
Then you need The Snap Shop!
Your photos will be ready in one hour.
Last year, over a million people had passport photos taken at The Snap Shop.

AL HAZEM OPTICIANS
Do you wear glasses or contact lenses?
When did you last have your eyes tested?
Did you know you should have them tested at least once a year?
Phone us now for an appointment.

Section 90

A Listen and check your answers.

Girl 1: *Your hair looks amazing. Where did you have it done?*
Girl 2: *I had it cut and washed by Jameela.*
Girl 1: *Jameela? Who's she?*
Girl 2: *She's a brilliant hairdresser who comes to your home to do your hair.*
Girl 1: *Fantastic! Can I have her number?*
Girl 2: *Sure. It's 55519362.*

Unit 7 Lesson 5

Section 91

Listen and read the first two paragraphs on page 72.

'Is that your final answer?' Chris Tarrant asks in English.

'Jawaab nihaa'ee?' asks George Kurdahi in Arabic.
'Yes, my final answer,' the contestant says weakly and waits to be told the result. There's a pause, then the music starts. The suspense is unbearable. A few seconds later, the contestant and the audience know if money has been won or lost.

Do you recognize the TV programme that is being described? It is called Who Wants To Be A Millionaire? *and it is the world's most popular game show. It was invented in Britain in 1998 and was taken to the United States a year later. In 1999 it was being shown six nights a week on the American channel ABC and now it has been exported to 70 other countries, including Pakistan, Indonesia and Turkey.*

Unit 7 Lesson 7

Section 92

B *Listen and correct the mistakes on Giorgio Palermo's model agency form.*

Presenter: *Hello and welcome to The Fashion Show. Today we hear from a teenager who is still at school, but who finds time during the holidays to work as a model.*

Giorgio: *Hi! My name is Giorgio Palermo. I'm eighteen now, but I started modelling two years ago at the age of sixteen. It's a fantastic way to earn money while you're still studying. Magazines and fashion companies are always looking for new faces. Since I started modelling, I've had thirteen jobs. Once I got six hundred and thirty euros for two hours' work. That was my highest pay so far. I was modelling for a jeans advertisement.*

I'm Italian, but I'm with a British model agency called New Faces. When I started there, they took a few pictures of me, and I had to fill in a form with details such as my height and weight. I'm very tall, which is good for a model. I'm one metre eighty-nine. I weigh seventy-one kilos. They asked me my chest size, which is eighty-five, and my waist measurement, which is seventy. They even asked me my shoe size. I've got quite small feet for my height, only forty-three. Apparently they need to know all these details so that companies get the right size clothes for models to wear.

I really enjoy modelling, and I really like making money while I'm still a student. I definitely don't want to make a career out of it, because you can only do it when you're young. My ambition is to go to university and study medicine.

Unit 7 Lesson 8

Section 93

C Listen and match the adjectives to the speakers. Write the numbers one to seven in the boxes.

One.

Girl: *Huda! Huda! Hey, Huda! It's me, Angela. (girl running) Oh, er, I'm terribly sorry. I thought you were a friend of mine.*

Two.

Girl: *I've been walking all day. (Yawns.) I can't stay awake another minute. I'm going to bed.*

Three.

Boy: *I can't believe it. I've won two tickets to New York. Isn't that fantastic? And they're paying for a five-star hotel as well. It's great!*

Four.

Boy: *Thank you so much. You've been so kind. I don't know what I would have done without your help.*

Five.

Girl: *Do you think they're OK? They're two hours late. I hope they haven't had an accident. Do you think we should phone the police?*

Six.

Boy: *The view from my balcony is so beautiful. I love watching the sunset from here. It's so peaceful.*

Seven.

Girl: *Do you want to come for a picnic tomorrow? It should be fun. We're going to have a barbecue on the beach. And all my cousins are coming.*

Unit 7 Lesson 9

Section 94

Listen and read the dialogue.

Latifa: *Hi, Muna.*

Muna: *You're very late, Latifa. Forty-five minutes, in fact.*

Latifa: *Oh, dear! I'm really sorry. But I …*

Muna: *Don't tell me – you have a good excuse, Latifa. You always do!*

Latifa: *No, honestly, Muna, I couldn't help it. Just as I was leaving the house, water started pouring out of a pipe in the kitchen and I had to call a plumber.*

Muna: *You had to call a plumber!*

Latifa: *Yes, there was only Grandmother and me at home.*

Muna: *And did he fix it?*

Latifa: *Yes, but he took ages. So you see, it isn't really my fault I'm late.*

Muna: *I guess not. But why didn't you call me?*

Latifa: *I left my mobile at my cousin's and it's got your mobile number on it.*
Muna: *You should know my number by heart by now.*
Latifa: *You're right. I promise I'll learn it.*
Muna: *About time!*
Latifa: *So, am I forgiven?*
Muna: *I suppose so. But you'll have to pay for lunch.*
Latifa: *Sure! It's a deal!*

Unit 7 Lesson 10

Section 95

Listen and read. Then practise the dialogue.

Farah: *What's the matter?*
Reema: *My father's in hospital.*
Farah: *You must be really worried.*
Reema: *I am. I feel very anxious.*
Farah: *You poor thing! Is there anything I can do to help?*
Reema: *That's a kind offer. Maybe you could give me a lift to the hospital?*
Farah: *Of course.*

Section 96

A Listen and read. What is different in the way these two people speak?

Boy: *Hi guys! Do you realize that I've finished my exams?*
Man: *Hello, Mr Donaldson. I'm pleased to tell you that we've finished the job.*

Section 97

B Listen and tick the speakers who are excited.

One
Girl 1: *This is terrible – I've lost my mobile!*

Two
Man: *The weather forecast isn't good. It's going to be extremely hot.*

Three
Woman: *The food's all on the kitchen table, but the bread isn't ready yet.*

Four
Boy: *Fuad's not coming – his car's broken down again!*

Five
Man 2: *I can't believe it! I got an e-mail from Alice!*

Six
Woman: *I received an interesting e-mail from Mr Al Dossadi yesterday.*

Section 98

C Listen and repeat.

[Audio Section 98 is a repeat of Audio Section 97.]

Unit 7 Test 1

Section 99

A Listen and complete the form.

Mrs Clarke: *You've come to ask for career guidance. Is that right?*

Majeed: *Yes, Mrs Clarke. I'm leaving school next year and I'm not sure what I want to do.*

Mrs Clarke: *I understand. Now let me just find your personal record card. Your name is?*

Majeed: *Majeed El Nasr.*

Mrs Clarke: *Did you say Majeed?*

Majeed: *Yes, M-a-j-e-e-d.*

Mrs Clarke: *And would you spell your surname, please? El ...*

Majeed: *N-a-s-r, Nasr.*

Mrs Clarke: *Thank you. I've got your card now. I need to run through a few details. What's your date of birth, please?*

Majeed: *It's the eleventh of November, 1989.*

Mrs Clarke: *And which class are you in, Majeed?*

Majeed: *I'm in 11A.*

Mrs Clarke: *And where are you from?*

Majeed: *I'm Tunisian.*

Mrs Clarke: *Now, first I'd like to know if you've thought about further education. Are you planning on going to university?*

Majeed: *Yes, I'd like to. I'd like to get a degree in journalism or media studies. I'm not sure which.*

Mrs Clarke: *Perhaps I can help you with that. Do you want to work on TV and radio, or are you interested in writing for magazines and newspapers?*

Majeed: *I'm definitely interested in writing for magazines and newspapers. But I'd also be interested in doing journalism for radio and TV.*

Mrs Clarke: *Are you interested in doing other things on TV, for example being a cameraman or a director?*

Majeed: *Not really. I'm not very technical. I wouldn't be good at handling a camera or a microphone.*

Mrs Clarke: *In that case, a degree in journalism might be best for you.*

Majeed: *Fine. That's what I'll apply for, then.*

Mrs Clarke: *So what's your ideal job?*

Majeed: *One day I'd really like to be the editor of a daily newspaper.*

Mrs Clarke: *Mmm. Interesting. Have you had any experience of writing or editing?*

Majeed: *Yes. Last year I wrote a lot of articles for the school magazine. And this year I'm the editor.*

Mrs Clarke: *How many languages do you speak, Majeed?*

Majeed: *Three. English, Arabic and French.*

Mrs Clarke: *Excellent! Well, don't forget to write all that on your university application form. Oh, by the way, Majeed, I see you've forgotten to put your address and phone number on your record card. Could you tell me them now, please?*

Majeed: *Yes, of course. My address is Flat 15, 30 River Road, London NW4 9DG.*
Mrs Clarke: *Flat 15, 30 River Road, London NW4 9DG.*
Majeed: *That's right.*
Mrs Clarke: *And your phone number?*
Majeed: *It's 07713153268.*
Mrs Clarke: *Hang on a minute. Did you say 07713153268?*
Majeed: *That's correct.*
Mrs Clarke: *All right, Majeed. Good luck with everything. And come back if you need any help with your university application form.*
Majeed: *Thanks, Mrs Clarke.*

Unit 7 Further Practice 1

Section 100

Listen and check.

One.
Who was algebra invented by?

Two.
When were the Hanging Gardens of Babylon probably built?

Three.
Who was The Thousand and One Nights *written by?*

Four.
Which tower in Iraq has a revolving restaurant?

Five.
Where were the last Olympic Games held?

Six.
What was the mascot for the fifteenth Asian Games called?

Seven.
When was the first flight by man attempted?

Eight.
When was Al Zawra Zoo opened?

Unit 8 Lesson 1

Section 101

Listen and check your answer.

Layla: *What do you call someone who talks to guests on a TV chat show?*
Hasan: *A presenter.*
Layla: *Thanks.*

Unit 8 Lesson 2

Section 102

Listen and check your answers.

Rashid: *What are your plans for this summer?*
Justin: *If I had lots of money, I'd buy a motorcycle and drive around Europe.*

Rashid: *Could I come with you and sit on the back?*
Justin: *Ha, ha. Very funny. I don't have any money. So I won't even be able to go to the cinema unless I get a holiday job pretty soon.*
Rashid: *I saw an ad for a job that you might be interested in.*
Justin: *Really? What was it?*
Rashid: *They're looking for 80 extras in a film. It's a comedy.*
Justin: *Wow! That would be fun! How much are they paying?*
Rashid: *Quite a lot. I'm going to apply. Do you want the number?*
Justin: *Yes, please. I'd better put it straight onto my mobile.*
Rashid: *If I were you, I'd call them right away.*
Justin: *Thanks. Wouldn't it be great if we both got parts!*

Section 103

A Listen to a radio advertisement and complete the newspaper advertisement.

Ahlen Productions is looking for around 80 extras to take part in 'My Crazy Desert Life', a forthcoming comedy. Filming will be all day on Tuesday the fifth of July, and on Thursday the fourteenth of July, from seven a.m. until five p.m. That's Tuesday July the fifth, and Thursday July fourteenth, from seven a.m. until five p.m. So don't apply if you are not going to be free on those days.

Extras should not be shorter than 1 metre 65 and should be between 16 and 23 years old. So, no shorter than 1 metre 65, and no older than 23. Extras will receive 90,000 Iraqi dinars per day. Breakfast, lunch and other refreshments will be provided for all those taking part throughout the day.

Anyone interested in being in the film should come to an audition on Wednesday the twenty-fifth of May at 9 a.m. at the International Hotel. The International Hotel, of course, is on Abu Nawas Street. Sixteen- and seventeen-year-olds must bring a letter giving their parents' permission to take part.

For further information, please call Yusuf Malouf or Nabil Halabi on 635770. That's six-three-five, double seven oh.

Unit 8 Lesson 4

Section 104

A Listen and complete the messages, changing the tenses of the verbs.

One.

Manal: *Hello, this is Manal. I went to the shop and I bought some oil.*

Two.

Jassim: *Hi, this is Jassim. We're all going to the cinema with Faisal.*

Three.

Nisrin: *Nisrin here. My father wants to speak to Ahmed.*

Four.

Haidar: *Haidar speaking. We'll be at the bus station at 10 o'clock.*

Five.

Ameena: *This is Ameena. I have found the keys of the office.*

Six.

Kamal: *Hello, this is Kamal. I'm waiting in front of the supermarket.*

Seven.

Salwa: *Salwa here. I'm going to be at my aunt's house until five o'clock.*

Eight.

Bilal: *Bilal speaking. I've got two tickets for the football match.*

Nine.

Sara: *This is Sara. Everybody must get to school early because of the trip.*

Ten.

Ibrahim: *Hello, Ibrahim here. I did all the questions in Exercise 2.*

Unit 8 Lesson 5

Section 105

Listen and check.

Huda: *I had my interview this morning.*

Ameena: *What for?*

Huda: *You know! I applied to be a volunteer at the next Olympics.*

Ameena: *Oh, yes. Sorry, I forgot. What did they ask you?*

Huda: *The director asked me if I had any previous experience in sports management. And he also asked me how many foreign languages I spoke. Then his assistant asked me if I enjoyed meeting new people.*

Ameena: *Do you think you'll get the job?*

Huda: *I think so. At the end of the interview, the director asked me if he could get a reference from my head teacher.*

Unit 8 Test 1

Section 106

A You are going to hear someone talking about what's on TV this week. Listen and tick one answer about each programme.

One.

Now it's time for What's On, *when we tell you about this week's TV programmes.*

Tomorrow at 8.30 there's a film made in 2003 and being shown on television for the first time. It's My Broken Heart, *a romantic story of a young woman who cannot marry the man she loves. A word of warning! The story has a very sad ending.*

Two.
On Sunday you can see the regular show with Steve Mason – Steve's Night Out. *But it's at a new time – ten thirty, instead of ten o'clock. There will be lots of interesting talk. Among Steve's guests this week are the tennis star Maria Sharapova and English singer Joss Stone.*

Three.
On Monday, at the normal time of 6.15, you'll be able to follow the story of life in Camden Square in your favourite soap opera, Londoners. *Gerry has left home, but he can't find a job. Sandy gets into trouble with her boss when she's late for work at the supermarket. And Mrs Harrison ends up in hospital.*

Four.
Later on Monday, at nine o'clock, you can see House Colours. *Martin Phillips tells you how to decorate your kitchen without spending too much money. One of Martin's bright ideas is: 'Don't hide your cooking pots in a cupboard – hang them on the wall and make it look like a professional kitchen.'*

Five.
On Tuesday we have the World Cup qualifying match between Denmark and Saudi Arabia. That starts at 7.15, and as a result, our usual music programme Cool Tracks *is cancelled, and all our other programmes will be about one hour later than usual. After the match, you can join a discussion on the Internet – just go to our Sports World website and follow the links.*

Six.
For lovers of wildlife, our education series on Wednesday afternoon looks at the dangerous life of dolphins in the Mediterranean Sea. Lebanese film-maker Jamil Abu Salem has studied these lovely animals for four years. His film shows that fishing boats from Morocco, Italy, France and Turkey are killing thousands of dolphins every year – not intentionally, but by accident. The nets they use for catching fish also catch dolphins. Abu Salem's film looks at several ways of saving the Mediterranean dolphin.

Section 107

B Listen and write the correct number in each box.

One.
Girl 1: *Be careful. Don't go up on the roof. It isn't very safe.*

Two.
Boy 1: *Don't forget to send me your new e-mail address.*

Three.
Girl 2: *I'll write to you every day.*

Four.
Boy 2: *If I were you, I'd check the prices on the Internet first.*

Five.
Girl 3: *Why don't we go skating this weekend?*

Six.
Boy 3: *Would you like me to give you a lift to the cinema?*

Wordlist

Vocabulary items marked with an asterisk (*) are non-testable

a waste of time* 1.4

About time! 7.9

accurate 7.R1

actively 5.R1

ad* 2.9

adult 2.R1

adventure 6.5

advert 2.9

advertise* 2.9

advertising 2.9

aerosol* 3.5

affirmative* 1.5

afford 3.9

against the law 3.2

against* 3.R1

age group 2.R1

allow 2.4

amount* 2.3

annoyed 1.10

antelope* 3.10

anxiety* 7.5

anxious 7.8

Arctic Circle 7.1

artist 1.8

atmosphere* 3.6

attendance 2.R1

attractive 7.2

audience 7.5

autograph 7.R1

avoid 5.1

award (*n*, *v*) 6.3

bad-tempered 1.2

ballet* 1.8

bamboo 3.2

ban* 2.9

bar (of chocolate) 5.1

bar chart* 5.FP1

barbecue (*n and v*)* 1.R1

battery 3.4

Bedouin* 3.10

behave* 3.R1

benefit 5.R1

bit (= part)* 1.9

black rhino* 3.1

body (= corpse)* 2.FP1

boil (*v*) 5.4

bossy 1.2

brain 5.R1

bravely 7.R1

break down 3.3

breed (*v*) 3.2

brilliant 6.5

bring under control 6.2

bury* 2.FP1

by mistake 5.6

cadmium* 3.4

calm down 1.3

camera phone 2.1

captain* 3.3

caption* 3.5

carbon dioxide 3.6

carbon* 3.6

cardboard 3.5

careless* 4.5

Caribbean* 1.R1

carnival* 1.R1

carton 5.1

cartoon 6.1

castle 1.4

celebrate* 1.FP1

celebration 1.R1

central heating* 5.10

cereal* 5.1

certainly 3.9

champion 5.5

change (*n*) 5.6

chat 2.1

chat show 6.1

cheat 5.6

chemical (*n*) 5.R1

chew 5.2

chilli 5.1

chop (*v*) 5.3

civilization* 2.1P1

clearly 2.5

clip* 2.FP2

coach (*n*) 5.2

coastguard 2.4

cockroach* 5.10

coconut* 1.R1

collapse 6.7

committee 6.10

communicate* 8.5

complain 5.10

complaint 5.10

concern (*n*)* 3.6

concerned (*adj*)* 3.6

condition 6.2

confidence 7.R1

consequently 6.FP2

construct 7.1

contact lenses 7.3

contain 2.5

contestant 7.5

contribute 6.10

costume* 1.R1

courage 1.8

couscous 5.1

crash (*v*) 1.3

crazy 5.5

crew 1.8

cruel* 3.R1

cultural 1.8

culture 1.8

current (= present)* 8.5

cursor* 2.3

cut down* 3.5

dagger 7.4

dam* 3.FP1

decision 7.R1

decisive 7.2

decorate (a house) 6.1

decoration 6.6

deer* 3.R1

definitely 3.9

delay* (*v*) 2.FP2

dependent 7.2

designer 6.10

despair* 2.FT2

destroy 3.2

development 3.6

diesel* 3.8

directed (by) 6.5

disappointed 1.10

disaster 6.7

discontented 2.9

discovery 1.8

dodo* 3.R1

download 2.8

drama 6.1

drawer* 2.3

drinks stall 2.7

driving licence 5.3

drown 2.4

dugong* 3.1

dull* 2.FP2

dump (*n*) 3.4

dump (*v*)* 8.3

earth 3.4

easy-going 1.2

e-card 2.1

ecology* 3.FP1

economy 3.6

editor 3.6

educational* 3.R1

electric guitar 5.5

embarrassed 7.8

embroidery 7.4

employee 5.R1

employer 5.R1

encourage* 1.8

endangered 3.1

energetic 5.2

energy 5.1

euro 7.7

evacuate 6.2

evidence* 3.6

exaggerate 2.7

exciting 5.5

exhibition 1.8

expect 3.9

experiment 6.6

explosion 6.2

exported 7.5

extinct 3.2

facilities 5.5

fact* 2.FP2

factfile* 3.2

fashionable 7.2

fast (*n and v*) 1.2

fear 2.4

fence 3.7

fertilizer* 3.FP1

fight* 1.FP2

fin 3.1

fire brigade 6.2

fireworks display* 1.8

fish farming 3.9

fitness* 2.FP2

flame* 1.R1

flare* 3.6

flash (photos)* 3.R1

flat (*adj*) 3.1

flavour 5.1

flow (*v*)* 3.FP1

flow chart 3.4

font 6.10

food chain 3.6

footstep* 1.8

for* 3.R1

fortunate 1.2

fossil fuel 3.6

fox* 3.R1

frequently 2.8

fur 3.1

furious 7.10

furnished 5.10

garlic* 5.1

generous 1.2

get fit* 2.FP2

get the best of
both worlds* 3.9

ghost 1.4

giant panda* 3.1

global warming 3.6

go mad* 3.R1

go online* 2.8

golf 6.7

graceful* 1.8

grate (*v*) 5.3

greenhouse gas 3.6

greetings card 1.1

grilled 5.1

guaranteed 7.5

guest pass* 2.PP2

guilty 8.3

gum 5.2

hair spray* 3.5

hairdryer 2.2

handle (*v*)* 8.3

harm (*v*)* 3.6

harmful 7.2

harmless 7.2

herbs* 5.1

hero* 4.1

historical 6.5

hit* (*n*) 1.FP1

hold on 2.5

holiday camp 1.7

honest 1.2

honestly 1.3

horn 3.1

horror 6.5

huge 2.8

hunter 3.2

hurry up 2.2

hybrid (car) 3.9

hydrocarbon* 3.6

hydroelectric* 3.FP1

hydrogen* 3.6

I guess not. 7.9

I suppose so. 7.9

illegal 3.2

immature 7.2

immoral 7.2

impractical 7.2

impress 7.R1

in trouble 2.4

incense 7.4

inconvenient 5.10

increase 3.2

increasingly 7.5

incredible 7.R1

indecision* 7.5

indecisive 7.2

independent 7.2

industrial 3.6

industry 3.6

inexpensive 7.2

insensitive 7.2

instant messaging* 2.8

instruct 6.2

interior 6.2

Internet link* 2.FP2

interrupt* 6.9

invent 2.8

It's a deal. 7.9

jealous 1.2

join in* 1.R1

joke (*v*) 1.1

journalist* 6.9

justice* 8.3

karate* 2.FP2

keen 6.7

keep in contact with* 5.FP1

kilt 1.4

Land Rover* 3.7

landlord 5.10

Lapland* 7.1

laptop computer 2.1

lay (a table) 5.3

lazy 1.2

lead* 3.4

leak* (*v*) 5.10

learn by heart 7.9

left-hand* 2.4

lentil* 1.2

life cycle 3.4

lifeguard 6.R1

lifeless* 2.FP2

lifeline* 7.5

lifestyle 6.1

LNG (= liquified natural gas) 3.6

location (on ~)* 6.5

loch 1.4

lose heart* 7.R1

lungs 5.R1

management* 8.5

Mandarin* 6.3

mark (a day) (v)* 1.FP2

market (on the ~) 3.9

market* (for a product) 2.FP2

mature 7.2

melt 7.1

mercury* 3.4

microwave 5.4

mile* 3.5

miracle 6.7

model agency 7.7

monitor 3.6

moral 7.2

Mother's Day 1.1

motor 3.9

mountain bike 5.5

mountain gorilla* 3.1

musician 1.8

Muslim* 1.FP2

negative 7.8

nitrogen* 3.6

Nobel Prize 6.FP2

nosy 1.2

novel (*n*) 6.3

Nubian* 4.1

nursery school 5.5

octopus* 2.FP1

olive oil* 5.1

opponent 7.R1

optician 7.3

oryx 3.10

over (15 and over) 2.R1

overcome 2.4

overfishing 3.9

oxide* 3.6

ozone 3.6

pace* 1.FP2

packet 5.1

parsley* 5.1

pastries* 1.2

patient 1.2

pearl* 1.8

peel (*v*) 5.3

percentage 2.R1

performers 1.8

persuade 2.9

phone game 2.1

photo booth* 2.3

picnic table 3.7

pie chart* 5.FP1

pierce* 7.3

pigeon* 3.R1

plant (gas ~)* 3.6

play (*n*)* 1.8

plug in 2.2

plumber 7.9

pocket money 2.1

poet 1.8

point 2.9

poisonous 6.7

pollution 3.2

popular 1.2

position 2.2

positive 7.8

power cut* 5.10

power station* 3.FP1

powerful 7.2

powerless 7.2

practical 7.2

praise* 1.FP2

pray (*v*) 1.2

prayers 1.2

presenter 6.3

press 2.2

prevent 6.2

previous* 6.9

print 2.8

process 3.5

procession 1.8

production* 6.5

professional 6.4

programme (of events) 1.8

promote 6.7

protect 3.2

protection 2.9

proud 1.10

psychological 6.5

psychologist 5.R1

public 2.8

publicity 6.6

publish 6.3

purse 5.6

push 2.2

raisin* 1.FP2

rebuild 3.5

receptionist 6.R1

recharge 3.5

recycle 3.4

recycling bin 3.5

recycling centre 3.4

redo 3.5

reference* 8.5

refreshing* 2.FP2

reheat 3.5

reindeer* 7.1

release* 3.6

relieved 7.8

remind 6.FP2

reminder 6.FP2

rented 5.10

reopen 7.1

reorganize 3.5

replay 3.5

research* 8.5

reserve (game ~) 3.7

retake 3.5

reuse 3.5

review 2.8

rewrite 3.5

ridiculous 5.2

right whale* 3.1

ringtone 3.4

risks* 1.8

romantic 5.5

rough (for the sea) 2.4

round (*n*) 7.5

rubbish 3.4

run out of 3.3

safari 5.5

salty 5.4

satellite imagery* 3.6

science fiction 6.5

scooter 1.3

scorpion 1.4

Scottish music 1.4

seafood* 2.EP1

search 2.8

select 2.2

selfish 1.2

sense of humour* 8.5

sensitive 7.2

serious 6.2

seriously 6.6

serve and volley* 7.R1

setting 2.2

shade (in the ~) 2.7

shade 3.3

shady 2.7

share 2.8

shy 1.2

sled* 7.1

slice (*n*) 5.1

slim* 1.FP2

slot* 2.3

smog 3.9

smooth 3.1

soap opera 6.1

soap powder* 2.3

sociable 1.2

solution* 2.FP2

sound system* 1.R1

spaghetti* 1.FP1

special effects 6.5

specialize 7.3

spice* 5.1

spicy 5.1

spinach 5.4

sporty 5.R1

spot (*n*) 5.7

staff 5.R1

star (*v*)* 1.9

starving 5.4

statistics* 2.8

statistics* 5.FP1

stew* (*n*) 5.1

stew* 1.2

stewed* 5.1

still life 6.6

stripe 3.1

stunned 6.3

style 7.R1

sub-editor 6.10

successful 7.5

suit (*n*) 5.3

sunrise* 1.2

sunset* 1.2

superb 6.5

supper 5.4

surf (the Internet) 2.8

surf the net 2.8

survey* 2.8

suspense 7.5

Sweden 7.1

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sword 7.4

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take ages 7.9

tasteless 5.4

tasty 5.1

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text message 2.1

the open road* 3.9

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thoughtless 7.2

thriller 6.5

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time limit 7.5

to be 'on' (for
an event)* 1.9

tonne 7.1

toxic 3.4

traditional 1.2

tragedy* 3.FP1

trailer* 6.5

triumph* 3.FP1

trouble* 1.FP2

turn on/off 2.2

turtle* 3.6

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unbearable 7.5

unfashionable 7.2

unforgettable 6.5

uniform 5.3

unsatisfactory 5.10

vehicle 6.2

veil* 1.8

version 7.5

victory 7.R1

view 2.9

volume* 2.3

volunteer 3.7

wallet 5.6

waste (time) 2.2

weightlifter 5.3

weightlifting 5.7

What a pity! 7.10

What a shame! 7.10

wheat* 1.FP2

windsurfing 1.7

winnings 7.5

worried 1.10

wrong number 2.5

yoga* 2.FP2

yoghurt 5.4

You poor thing! 7.10

Yours faithfully 5.10

Yours sincerely 5.10

zakat* 1.FP2

Published by
Garnet Publishing Ltd.
8 Southern Court, South Street,
Reading RG1 4QS, UK

Photography
Clipart.com; Corbis: Reuters; Getty Images: Ryan McVay,
Chris du Plessis, Upperhall Ltd, VCL/Chris Ryan, Steve Winter; istockphoto.com; shutterstock.com

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Every effort has been made to trace the copyright holders and we apologize in advance for any unintentional omissions. We will be happy to insert the appropriate acknowledgements in any subsequent editions.

IRQ13 SB 5thP

The Ministry of Education would like to thank the following specialists for their invaluable advice, expertise and hard work in support of the Editorial and Adaptation Committee during the course of the project:

Sajeda Naser Khudair – Senior Education Specialist
Faten Fakhri Khalaf – Primary Education Supervisor
Eman Selman Farhan – Teacher of English
Hala Talib Hammood – Teacher of English

Components of *English for Iraq, 5th Preparatory*

- Student's Book
- Activity Book
- Teacher's Book
- Audio

The Student's Book presents new language and provides opportunities to practise English using a wide variety of reading and listening materials. Reading texts include websites, e-mails, articles, leaflets, reports with graphs and tables, guidebooks and advertisements. The students listen to dialogues, talks, phone calls, news items and discussions. The topics featured reflect the age and interest of the students and draw upon their knowledge and experience of the world. The Student's Book also includes a Grammar and Functions Reference section, giving detailed explanations and examples of the language points covered in the course, and a Literature Focus.

The Activity Book contains stimulating activities to consolidate vocabulary and grammar, develop phonic awareness and practise the four skills. The students have the opportunity to personalize the language presented in the Student's Book, take part in communicative speaking activities and carry out structured writing tasks. The Activity Book also has end-of-unit tests that can be used to monitor the students' progress.

The Teacher's Book contains an introduction with practical advice and procedures for using the course effectively. The underlying methodology is explained, and the teaching techniques used in the course are highlighted. Step-by-step procedures for individual lessons provide a solid framework for lesson preparation. Photocopiable role-play activities are included to help develop spoken fluency. Appendices at the end of the book provide an essential reference for the teacher.

The Audio extracts comprise recordings of all the listening texts, exercises, tests and phonic work in the Student's Book and Activity Book.

TKG002686

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Editorial and Adaptation Committee
Ministry of Education English Curriculum Committee
Malek Mohamed Juda – Head of the English Curriculum
Adil Ali Moussa – Senior Education Specialist
Muayyad Naji Ahmed – Head of English Department in the Open Education College
Ramzi Nouri Abdullah – Senior Education Specialist
Batool Faeq Abdulwahid – Senior Education Specialist